DOCUMENT RESUME

ED 183 633 UD 020 134

TITLE Five Year Progress Report, 1973-1978.
INSTITUTION New York City Public Schools, Brooklyn, N.Y.
PUB DATE 78
NOTE 164p.: Maps will not reproduce clearly.

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS *Annual Reports: Basic Skills: *Boards of Education: Elementary Secondary Education: Parent Participation: Pupil Personnel Services: School Community Relationship
IDENTIFIERS *New York City Board of Education

ABSTRACT

Part I of this progress report consists of an overview of the operations of the following offices and divisions of the New York City Board of Education: High School Division: Division of Special Education and Pupil Personnel Services: Office of Labor Relations and Collective Bargaining: Division of Community School District Affairs: Division of Personnel: Division of Business and Administration: Division of Educational Planning and Support: Division of School Buildings: and the Office of the Deputy Chancellor. Part II consists of the 1976-77 Annual Reports of the 32 Community School Districts. These reports highlight improvement in basic skills, parent and community involvement, health and safety programs, pupil personnel services, and contain descriptions of the school districts. (RLV)

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PART I

Five Year Progress Report

1973-1978

New York City Public Schools

Irving Anker,
Chancellor of Schools

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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"to conserve the past...
enrich the present...
ensure the future."

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FOREWORD

The central issue of education is the central issue of the times. There is no other single issue which so thoroughly permeates our domestic life — political, cultural, social, economic. Education is the instrument that has forged this democracy. It can be the single most powerful instrument in galvanizing the great wealth of this city, and this country, into keeping us strong, keeping us human, keeping us civilized, and keeping us functioning.

An effective educational system must serve each child, and through each child reach the community. It must encourage differences, promote flexibility, and nurture talents. Only that way can education fulfill its role, which is to conserve the past, enrich the present, and ensure the future.

The past five years have been years of widening crises. They have been lean years for the City of New York, and the gnawing effects of the fiscal crises have been to whittle away at gains begun but not secured. The school system was severely threatened but we have made solid progress, which I think will withstand the test of time, and I hope will be the foundation for future advances in public education.

We have confronted and dealt with some of the early, stormy problems of decentralization:

To the extent possible, New York City schools have been integrated.

Bilingual programs in Spanish, French, Italian, Greek, Russian, Hebrew, and other languages are operating successfully in hundreds of schools and communities throughout the city.

We have moved to meet the challenge of a changing student body with a galaxy of alternative programs, magnet schools, work-study arrangements, and other services and procedures to make the process of education as responsive as possible in the largest school system in the world.

Services have been extended to tens of thousands of exceptional children, some with special gifts, some with handicaps, which require sensitive and responsive individualization.

A range of timely curriculum materials has been developed and disseminated.

Standards for promotion and for high school diplomas have been reviewed and tightened.

The structure at central headquarters has been streamlined into eight major divisions organized to provide supportive services to the decentralized school districts as well as to centralized high schools and special schools.

The concept of systemwide accountability was implemented in November 1974, and although the city's severe financial crisis impeded progress in this area, an accountability plan is ready for launching as soon as funds are available.

An agreement negotiated with the U.S. Office for Civil Rights successfully avoided massive disruption in our schools and resulted in a plan for a voluntary, gradual staff integration program throughout the city.

We have survived a major crisis, and we will continue to make progress. What follows is a record of progress for the past five years, combined with a report from each of the community school districts for the 1976-77 school year. This report is being offered in the hope and with the confident expectation that advances in the city school system will gather impetus in the years to come to keep this system in the position of leadership that it has always occupied.

Sincerely,

IRVING ANKER
Chancellor

High School Division

The High School Division, under the leadership of its executive director, is charged with overall supervision and administration of all city public high schools.

In addition to the 101 large academic/comprehensive and vocational high schools, there are 11 independent alternative high schools, evening and summer high schools, auxiliary services and cooperative education, and continuing education programs under the jurisdiction of the division.

The division is also responsible for the equitable distribution and management of all monies budgeted to it for the high schools.

The executive director has a staff of five high school superintendents, each responsible for schools within a particular borough. In addition, offices such as the Office of Funded Programs, Student Affairs, Organization and Budget Planning, ACCESS, etc., provide specific services.

Office of Executive Director

The executive director has inaugurated a procedure of presenting a topic of major educational concern at each of his monthly meetings with principals.

Citywide supervisory training conferences covering a wide range of topics are arranged annually for all supervisors.

Attendance improvement

In cooperation with the Bureau of Attendance an extensive attendance plan has been developed to assist schools in improving student attendance.

Utilizing outside resources

A number of high school - college collaborative programs have been developed, ranging from individual colleges working with a particular high school, colleges opening their doors on a citywide basis to high school students for courses or Saturday seminars, to a high school as a fully integrated part of a college. College and school staffs work closely to enrich curriculums, provide remediation and improve instruction.

The Economic Development Council (EDC), National Alliance of Businessmen and a number of other organizations have developed ties with high schools. The EDC Self-Renewal Program is currently in 30 schools. Twenty of these have corporate representatives assigned to them.

The division has joined with business and labor organizations to form an Alliance of Business, Labor and Education (ABLE).

The Executive Internship, City-As-School and the Co-op Education Program all provide students with experiences in business, service agencies and city government. There are currently more than 11,000 students enrolled in these three programs.

The division has on-going programs with Lincoln Center, the Schubert Theatre and the Metropolitan Museum of Art to provide enrichment to students through exposure to plays, concerts, and art works.

Basic skills improvement

The division has substantially increased its attack on the problem of growing numbers of students with weak basic skills. A comprehensive testing system has been developed to measure skills in reading and in math. This system, which includes assigning every student an identification number, will enable student progress to be followed on an individual as well as a school basis.

A number of exciting and innovative approaches have been developed to improve basic skills. The most exemplary of these are presented at the monthly meetings with principals.

Economy

The division has sought to find more efficient means to maximize instruction at minimum cost.

The High School Office of Organization and Budget Planning has developed a comprehensive system for accounting procedures. The unit allotment system encourages differentiated staffing and provides principals with more flexibility to meet the needs of their individual schools.

Fifty-three schools are programming students by computerized methods, resulting in saving and wider options for students.

Services to troubled students

A number of mini schools, independent alternative schools and auxiliary services have been developed to serve this population.

The Office of Student Affairs has been expanded to assist in crisis prevention and intervention and to develop techniques for easing racial tensions in the schools.

The procedures of the Hearing Office have been streamlined to minimize the time for processing superintendents' suspense. In some instances procedures have been developed whereby students need not be out of school at all.

Borough placement centers

The division has created borough placement centers to enable parents of youngsters seeking inter-high school transfers to be serviced near their homes rather than having to travel to central headquarters in Brooklyn.

New schools

Nine new high schools have been opened since 1973. Added to these are Harlem Prep, Lower East Side Prep, Park East, West Side, Middle College and Concord, alternative schools designed to meet the needs of a select population. Franklin K. Lane HS was re-organized to promote integration.

Career education

The division has created within a number of large academic high schools 38 options programs which focus on particular career opportunities. Most of

these service students on a citywide or boroughwide basis. Many high schools hold career day and college night programs open to students and parents.

Public relations

The division maintains liaison with the parent association, school student organizations, principals, and assistant principals through monthly meetings with each of these groups.

Honors and awards

New York City students remain among the top nationwide in awards and scholarships. In 1977, scholarships totaled $12 million.

Individual schools are periodically cited for outstanding programs and projects. Students continue to win top honors in such prestigious events as the International Math Olympiad and Westinghouse Science Talent Search.

Citizenship education

A number of programs have been inaugurated which bring together students and senior citizens. Most notable is the Taft HS Senior Citizen Escort Service, which has been adopted by other schools. Ecology and beautification projects have become popular. High school students decorate subways, plant flowers in parks and design murals for their schools.

Innovative programs

The division has addressed the needs of a high school population of 313,468 students from many cultures, with varied talents, skills and goals. The schools offer, in addition to those courses required for a diploma, a myriad of electives, special programs and courses. These range in the academic schools from oceanography, law institutes, premedical institutes, programs in criminal justice, to horticulture.

The city's 22 vocational schools are outstanding for their ability to prepare students for the skilled trades.

The high school diploma is being upgraded in a bid to raise the level of education. The aim is to raise the minimum requirement for graduation from eighth grade to ninth grade reading level, establish the minimum mathematics aptitude at eighth grade level, institute a minimum of one year of study of a foreign language or foreign culture, introduce two-year career exploration or hands-on in the ninth year in such areas as practical arts, business skills or career-oriented instruction that might include orchestra, TV production, or shop, set up remedial courses for those two years or more below in reading, and expand social studies curriculum from six to seven terms.

The proposals were developed after intensive consultation with parents, students, teachers and supervisors, union, community school boards and representatives of institutions of higher learning.

Office of the Superintendent of the Bronx

School openings

Two new schools, Harry S. Truman HS and the South Bronx HS have been opened better to serve the needs of Bronx students. John F. Kennedy HS, formerly under the jurisdiction of the Manhattan Office, was transferred to the Bronx Office in order to maximize integration opportunities. Walton HS became coeducational, thereby expanding educational opportunities for male students in the Bronx. A new alternative high school is being established.

Expanded opportunities

A student auxiliary Police Program has been established at DeWitt Clinton HS. Lehman, Morris and Walton high schools have developed self-renewal programs in cooperation with the Economic Development Council. Bronx Science's outreach program affords disadvantaged students falling slightly below entrance requirements an opportunity to become involved in a summer preparatory course which, if successfully completed, will guarantee them a place in the school.

A number of schools have developed college collaborative programs: Monroe HS-SUNY at Stony Brook; Walton HS and Lehman HS-Lehman College; Lehman HS-Teachers College, Case Institute; South Bronx HS-Teachers College, Hostas, Adelphi.

Lehman College is cooperating in the development of a proposal for identifying and encouraging the gifted among minority students. John F. Kennedy HS has developed a magnet program for the training of dental assistants. Columbus and Lehman high schools participated in the Emergency School Aid Act — Easing Student Adjustment Program.

Guidance

Guidance counselors have visited industries in the Bronx to develop closer school-industry ties. Counselors, assistant principals and principals have attended seminars on the treatment of students with emotional problems.

State Education Department personnel have attended supervisor and counselor meetings to discuss guidance programs. Assistant principals and counselors address Bronx Parent Federation meetings on timely topics.

Office of the Superintendent of Manhattan

New high schools

Manhattan has added to its new high school facilities Martin Luther King Jr., Norman Thomas and Murry Bergtraum. The buildings have received architectural awards for uniqueness of design. Park

West HS is also scheduled to be opened in September 1978.

Career and educational programs

Benjamin Franklin HS operates an aviation career exploration program designed to expose minority and female students to career opportunities in the aviation and aeronautics industries. The school is forming a business education mini-school and, at present, tenth grade students attend classes related to business education one week and work in a related out-of-school job on alternate weeks. Students volunteer for the program.

Outstanding fashion designers come into the HS of Fashion Industries to lecture and teach classes in fashion design and highlight the latest industry techniques in manufacturing. This is an on-going program which will be enlarged.

The Adkins Life Skills Program at Haaren HS is designed to teach employment ability skills to students. Another program offers a group of related courses that prepare students to pass the written examination for the Federal Aviation Administration private pilot license, with actual flying instruction in small aircraft.

The Pan Hellenic Career Conference has been an annual activity sponsored for the past 12 years by Borough President Percy Sutton and Louis D. Brandeis HS. An important feature of the conference is the use of the members of minority groups as a role model for the approximately 4,000 students and adults who attend each year.

Mabel Dean Bacon HS students receive training as medical assistants at various centers, nurseries, homes for the aged, to which they are assigned on a paid work-study basis. Students meet for weekly seminars with trained professional personnel, social workers and clinical psychologists. The school's dental office assisting program is the only such program approved and accredited by the New York State Dental Society.

Students learn how to make repairs to buildings through experiences they have in alteration work in the school buildings that make up Manhattan Vocational and Technical HS. This training enables them to make repairs in their own homes and to obtain jobs as buildings maintenance workers.

Seniors at Murry Bergtraum HS take the state-regulated insurance course which qualifies them to take the agents and brokers license exams. Bergtraum is the only high school in the state that has permission to give such a course. Students can take the state exam at age 18 if they are working for an agency and at 21 if they are not. Chase Manhattan Bank offers an off-site business experience training program where student interns are assigned to corporate offices.

The VICA Club at the New York School of Printing has had four skills olympic winners in five years of competition.

Seniors at Food and Maritime HS work closely with the Department of Agirg at St. Malachy's Church, on West 49th Street, preparing and delivering hot, nutritious meals to the homebound. It gives students on-the-job experience, as well as specific vocational training in food preparation, packaging and delivery. Maritime students receive training in water pollution studies and are being groomed to service and work on the platforms of the offshore oil industry in the Atlantic Ocean.

The Law and Social Justice Institute at Martin Luther King Jr. HS offers students courses in a variety of subjects as well as career exploration in law related work.

Talent Unlimited is a shared instruction program for students with special talent in dance, drama, social music, instrumental music and art. Participating students go to classes at their home school each morning and attend Julia Richman HS in the afternoon for instruction and rehearsal.

Prizes and awards

For the past 24 consecutive years, "Student Printer," school newspaper at the New York School of Printing, won the highest award in the annual Columbia Scholastic Press Association competition. The school's literary-art magazine won the medalist award for 15 consecutive years. The Julia Richman HS literary magazine, "Bluebird," has won the Columbia Press Association medalist award in 1973, 1974 and 1975.

Office of the Superintendent of Brooklyn

Outreach programs

Intermediate supervisors meet monthly with the supervisors of guidance and an executive assistant for in-service training and to further cooperative efforts.

Regularized meetings with community school board personnel were established to discuss common problems and to improve articulation procedures.

Long and short range zoning plans were established in order to prioritize optional assignments, extend integration opportunities, and to make zoning procedures more consonant with educational planning. Prospect Height HS became a comprehensive, coeducational school to meet the needs of the Brooklyn community for additional school space.

New programs

Franklin K. Lane HS, which was the focus of a federal decision in 1974, was reorganized. A new modular, innovative program was established to meet the needs of this newly-integrated school.

Edward R. Murrow HS opened in 1974 as a

theme-centered communications arts school to meet the needs of the immediate community and the borough. It has proved to be one of the most successful educational option schools to date.

Operations of the superintendent

Through a systems approach, the superintendent's office has been reorganized to gain maximum flexibility in operation and to meet mounting demands of administrative and supervisory decisions in a more efficient manner.

The superintendent has been able to establish a supervisory thrust in terms of visits to the schools which permits him to spend between 40 and 50 percent of his time in the field. A focus of these visits is working in collaboration with heads of schools to realize their goals set each year.

The office successfully monitored and established an effective supervisory training program.

The school heads have been sensitized to dealing with matters of due process and have engaged in a process of training to improve their funtioning with unsatisfactory tenured and probationary staff.

The functioning of grievance procedures has been improved and the office has been successful in seeking alternatives in the matter of school-based grievances.

Curriculum

External learning programs have been coordinated into a single package, bringing together the former City-As-School and Executive Internship Programs under a single administration.

Working closely with the Division of Educational Planning and Support, the superintendent has been vitally concerned with the development of citywide programs in social studies, art, and music.

The educational options program has been redirected to reach a large number of pupils across a broad spectrum of ability levels. A number of new educational options have been initiated, including communications arts at Murrow HS; the Academy of the Arts at Erasmus Hall HS; the School of Law, Politics, and Community Affairs at Tilden HS and Operation Close-Up.

Office of the Superintendent of Brooklyn & Staten Island

In the last five years, city schools have moved forward in various directions. Many have been comprehensive in nature; almost all have formed ongoing liaisons with community colleges and colleges and universities as well as various community agencies and private concerns. Special programs include Bridge Programs with New York City Community College and the College of Staten Island; an engineering program for minority students at the University of Massachusetts; Research Programs on Saturday at Pratt Institute, CUNY, NYU and courses in law as an outgrowth of high school law studies at the John Jay College of Criminal Justice.

Faculty, students and principals participate in various community councils and neighborhood services. There have also been cooperative cultural programs between community facilities and schools, the latest of which is the Snug Harbor Cultural Center in Staten Island. Learning experiences leading to jobs have been initiated in cooperation with and under the sponsorship of various agencies and private concerns in the community. Reach out programs with the establishment of evening centers have been planned and implemented with community planning and input such as the Lafayette Evening Center.

Courses have been updated, modernized or initiated to bring greater relevancy to our life style. Several schools have been participating in renewal programs with the Economic Development Council. Many schools now have such courses as bio-medical electronics program, an emergency medical technician program, all types and levels of data processing courses, distinctive multi-lingual programs (Arabic, Greek, Russian), courses in oceanography and marine biology in schools that are near various marine facilities, a course in archaeology in cooperation with the Richmondtown Restoration on Staten Island. There are many cooperative learning programs in hospitals, from the nursing courses to the engineering courses between Brooklyn Technical HS and Brooklyn Hospital to independent study that has merited national acclaim.

Programs have been upgraded and revitalized. Reluctant learners are involved in "Big Brother" programs between faculty and student and student and student. There are programs for students with infrequent attendance, as well as the student-parent along with honors programs.

The comprehensive high schools initiated many vocational courses. Vocational schools have initiated many courses in the humanities providing students with the opportunity of contact with the arts, the cultural, financial, political and social facets of the city and the country. Schools have provided a vehicle for the diversified talents of students through art, industrial art and science fairs. Occupational skills have been explored through courses in a student's own school or another school during and after the regular school day. More vocational courses are opening up to handicapped students in schools. Federal funds are helping to provide alternate work programs for appropriate juniors in academic schools.

Teachers have united to help upgrade student skills in electronics. They have expanded the study of English for parents in the evening. Services to students through an omnibus counseling program have expanded.

Office of the Superintendent of Queens

Queens schools have been recognized for their accomplishments through the large number of pupils who have won outstanding awards since 1973. To date there have been 54 Westinghouse Science Talent Search winners, 32 National Merit winners, 24 New York Science winners and 29 Mathematics Fair winners.

The specialized curricula of the various schools offer exciting and interesting programs.

August Martin HS, with its special curriculum in aviation, has developed a flying program at State University in Farmingdale for a large segment of its student population. The school cooperates with Stonybrook University to become one of two schools in the city in its engineering program for minority students.

Aviation HS has placed more of its graduates as cadets at the Air Force Academy in Colorado Springs than any other school in the United States.

Beach Channel HS has developed a unique oceanography program, has a scuba diving program leading to certification, and the number one rowing team in the city.

John Bowne HS has a unique agriculture and animal horticulture program.

Newtown HS has a highly skilled engineering program and has developed a large bilingual (Spanish and Chinese) program.

Hillcrest HS has a refined modular scheduling system, thereby offering several hundred electives to its students. In addition, Hillcrest has a premedical training institute with an orientation towards this major in college.

Francis Lewis HS is the only school in the United States that is a participant in the International Baccalaureate Program, providing youngsters with intensive college preparatory backgrounds. In addition, a program in computerization was initiated at Francis Lewis and expanded to include five additional Queens schools.

The overall attendance of Queens high schools has been maintained with an average of 86 percent. The choice of admissions program first began in the Queens high schools and no doubt has been effective in stimulating student attendance.

Division of Special Education and Pupil Personnel Services

The Division of Special Education and Pupil Personnel Services provides services for thousands of handicapped children, with classes operating in regular public schools, special day schools, institutional and hospital settings, private educational facilities and at home.

The division educates the physically, mentally and emotionally handicapped, ranging in age from five to 21, and also provides vocational training and on-the-job training and searches for jobs for graduates.

Growth: register increases

In the past five years, the Division of Special Education and Pupil Personnel Services has increased its services as the number of handicapped pupils rose from 28,000 to more than 50,000. In addition to the increased numbers, new alternative programs have been created serving several severe categories of multiply handicapped and emotionally disturbed. New classes, new programs and new program sites have been developed to serve unserved and underserved pupils from pre-kindergarten through high school in a variety of settings from resource rooms, special classes, special schools, residential treatment centers to private school facilities when necessary.

The division has established bilingual educational programs for handicapped pupils.

Centers for multiply handicapped children have increased from one to five, housing close to 400 children. The establishment of these centers has enabled us to serve children covered by the Willowbrook Consent Decree. In addition to these special centers, the division also has established classes in regular schools to serve the more severely emotionally and multiply handicapped.

Programs serving children cross-categorically and in mainstream settings have been a primary goal in the division in the last five years. The Readiness Program for kindergarten children with handicapping conditions was expanded to include first grade classes, and learning centers for neurologically impaired-emotionally handicapped children were initiated.

Consequently, and in keeping with the spirit of new legislation mandating education in the "least restrictive environment," mainsteaming the handicapped is encouraged when pupils can benefit from such instruction. Pilot programs have been established at I.S. 237 Queens, Edward R. Murrow HS and George Westinghouse Vocational HS where pupils take classes for much of their day with their nonhandicapped peers. As a result of the success of these programs, other sites are being developed at the request of school principals.

Increased services to homebound students have expanded to include foreign languages, guidance and social studies. This has also included the increased development of curriculum offerred on WNYC-TV and High School of the Air making it possible to offer a wider range of subjects to those

confined at home.

Services to the deaf and hard of hearing were formally established as Bureau for Hearing Handicapped Children.

Reorganization

Regional services to special education pupils in the Bronx were initiated in September 1977 on an experimental basis, as the division moved to reorganize the structure of its delivery of services and business functions. A regional director and other staff were selected to pilot this project which is meeting with apparent success.

Reorganizing the business functions of the division has included transferring all business functions to the division for all business-related matters. A major development in this area has been the addition of a systems analyst to begin the computerization of register information. In addition, a mechanism has been established for vouchering, accounting and auditing of all private facilities with which the division contracts for services for pupils in private facilities.

Due process

The division has increased the number of evaluation units from five to 26. At the current working capacity of each unit, 1,500 pupils can be seen each year by each unit, thereby enabling the division to identify 39,000 children annually.

New York State mandated "Child Find" activities are conducted here in New York City as "Find Me." The efforts of this project have uncovered unserved and underserved youngsters in need of a variety of services. Each documented case is referred to the local committee on the handicapped.

In response to federal and state law in 1976, committees on the handicapped were established in each school district to implement the due process rights of handicapped pupils. The established functions include referrals to evaluation units for diagnosis, the development of an individual educational plan for each handicapped pupil, placement of each pupil in an appropriate program in the least restrictive environment, and conferences with parents to involve them in joint planning for the education of their children.

The establishment of an impartial hearing office was also in conformance with law. This ensured parents the legal mechanism to appeal recommendations by local committees on the handicapped, providing a full scale impartial hearing to which parents may bring legal representation.

Career education/vocational training

The division also prepares pupils for a productive vocational life. Increased work-study program opportunities for hearing handicapped and brain injured pupils were expanded. New work sites were established through job developers, canvassing city employment possibilities.

High school programs became more vocationally oriented adding an exposure to many new job possibilities for pupils with a variety of handicapping conditions. The establishment of the School for Career Development organized an occupationally oriented program for brain injured high school youngsters. Equally promising has been the establishment of a program for visually handicapped pupils at the Brooklyn Occupational Training Center.

Occupational awareness and exploration for handicapped pupils in regular schools has been increased as a result of the expansion of general industries labs. This industrial arts program specifically designed for special education students had added new areas to its curriculum to help broaden pupils' exposure to various shop skills.

With the establishment of the placement and referral center for handicapped students, increasing numbers of high school students and post-secondary students are afforded the opportunity of a work-study program and/or job placement and vocational rehabilitation. Job developers actively establish new contacts in the "working world." This has both helped change attitudes of business people regarding the ability of students to function in the world, and has helped secure gainful employment for many of the students. Additionally, increasing numbers of handicapped students receive summer jobs through a coordinated effort of the City Board of Education, Mayor's Office for the Handicapped, and the Human Resources Administration.

Office of Labor Relations and Collective Bargaining

The office conducts negotiations with unions representing approximately 100,000 employees and is responsible for the administration of 21 collective bargaining agreements. These negotiations have been carried out with some major gains accruing to the City Board in increased productivity and educational efficiency. Among the gains are the following:

Junior high school teachers have been assigned to teach one additional period a week during the 1977-78 school year; the cost of substitutes has been reduced; the work year of supervisors and administrators has been increased and the number of vacation days reduced; field supervisors serving in schools work an additional hour each day; sabbaticals for rest have been reduced substantially and leaves-in-lieu of-sabbaticals for supervisory personnel have been eliminated.

The case work load of the office has risen dramatically. In 1974-75 — 666 Step 3 grievances were filed; 1975-76 — 854 grievances were filed in addi-

tion to over 8,000 class size grievances; 1976-77 — 729 Step 3 grievances were filed in addition to 3,600 class size grievances; 1977-78 — based on the current rate, 750 Step 3 grievances will have been filed in addition to the 1,000 class size grievances that have already been filed.

The office has developed a negotiations book format which provides complete background information, costing and comparability for each negotiation demand.

The office has instituted an on-going, in-service training program in labor relations for field supervisors, and published a supervisor's labor relations handbook that provides guidance to field personnel in areas such as excessing, curbing sick leave abuse, the filling of special administrative assignments, proper preparation of materials in the file, and the disciplining of employees.

Grievance and arbitration procedures have been integrated through the absorption of the chancellor's decisions to be issued at the third step of the grievance procedure.

The office has initiated a screening procedure for cases scheduled for arbitration. This pre-arbitration review provides a firmer picture of the merits of the case, enabling the office to determine whether the case should be pursued further.

Regular monthly consultation meetings with the United Federation of Teachers have successfully resolved many issues arising from Step 3 decisions and thus reduced arbitration costs.

The office has established a research department which maintains current materials, such as Bureau of National Affairs material, texts and publications in the field of labor relations, Bureau of Labor Statistics data, and copies of collective bargaining agreements in both the public and private sectors.

The office has maintained good-faith relations with labor unions and has generally worked harmoniously with them. To a large extent, there has been peace on the labor front.

Division of Community School District Affairs

The Division of Community School District Affairs was specifically created to interface with community school districts. It was felt that under decentralization there was a definitive role for an office which could be responsive to the needs of school districts, and at the same time serve as a conduit for central directives and regulations.

The purpose and focus of the division have remained unchanged, along with its thrust and interest in relating to school districts, even as budgetary cuts have diminished its resources and forced changes in organizational structure.

Services that impact on the community school districts by working directly with community superintendents, community school board members and appropriate units of the central system have been increased.

The division has assisted the school districts in understanding and implementing policies, regulations, circulars and directives issued by the chancellor and the City Board of Education under the authority of the decentralization law and other statutes.

The division has also facilitated understanding and cooperation with school districts — between parents associations and other community groups and the community school boards; between community school districts; between districts and the City Board; between school districts and outside public agencies by providing an avenue for rational discussion, conciliation, conflict resolution services, and an appeals machinery for the fair hearing of complaints under the decentralization law.

Office of Funded Programs

The basic purpose of the Office of Funded Programs (OFP) is to administer and coordinate effectively all programmatic aspects of reimbursable programs throughout the city, including some in nonpublic schools, which are supported by grants received from state, federal and private sources. This action is taken in line with the City Board's position as the local education agency and the requirements of the decentralization act. For 1977-78 the programs handled by this office will be budgeted at over $425 million.

To achieve the above, the OFP supervises the activities performed by seven bureaus and units and provides coordination and supportive services to these bureaus/units employing 416 professionals and 55 administrative personnel.

Increase in reimbursable funds

From 1974 to 1978 there has been an increase from $250 million to approximately $425 million in reimbursable funds (state and federal) received for programs in New York City public schools. This dramatic increase in reimbursable monies results in large measure from the actions cited below.

Emphasis on legislative action

Over the past five years the chancellor's office has given leadership, in cooperation with the City Board to a well-planned legislative program that focused on both Albany and Washington. The cooperation of New York City's congressional representatives, state legislators, community school boards, civic and professional groups, and others, was solicited through the initiation of a publication entitled the "Legislative Review," and by letters and bulletins. These items requested aid in supporting fund

requests for supplementary programs that our dwindling tax dollars could not provide.

A year ago saw the appointment by the City Board of Education of a Washington-based representative to explain the city's educational needs to federal agencies and to obtain details of new funding sources and related legislation.

Establishment of centers

Since 1976 all districts and central divisions have had the benefit of assistance in the preparation of proposals from these two new centers. The Information, Resource, and Retrieval Center, funded under Title IVC and the Proposal Development Center now combine their expertise to improve the quality of proposals submitted for funding. Consequently, the amount of categorical funds received as a result of competitive submissions has increased significantly since 1976.

Increase in accountability

As a result of an increase in the size of the Chancellor's Monitoring Task Force, there has been, since 1974, a renewed emphasis on accountability in all aspects of reimbursable programs. For example, the number of monitors has increased from 14 to 20. For 1976-77, a total of 1,976 unannounced visits (day, evenings, weekends) were made to 320 programs. A total of 299 written reports on these visits were sent to supervising offices for follow up. This emphasis has continued with an increase in the monitoring staff to 20 for the current year and renewed focus on areas in need of improvement.

Complementing the action of the Monitoring Task Force has been the work of the Library of Central Inactive Reimbursable Programs, established three years ago. This library serves as a resource center for City Board of Education staff as they seek data to substantiate claims challenged by state or federal auditors.

Coupled with the above has been increased emphasis on the requirement that a summary data form be submitted to the City Board and to the chancellor prior to the transmittal of the proposal to the funding source. Written observation reports by professional staff have also been required over the past five years on every central program. All of these actions have increased accountability.

Emphasis on parent involvement

In few urban centers has there been the concerted emphasis on the role of parent advisory councils in reimbursable programs as there is in New York City's school system. This growth over the past five years has been encouraged by the chancellor through his attendance at selected meetings of the council, participation in the awards ceremony for the recognition of service by council members, and emphasis on the involvement of council members in assessing the value of all central reimbursable proposals before they are sent to his office for possible approval and transmittal to the City Board.

Administration of drug abuse program

For the past three years the assistant superintendent, Office of Funded Programs, has served as the chairperson of the chancellor's citywide task force for school-based drug abuse programs. In this capacity, the Office of Funded Programs attempts to resolve problems interfering with the implementation of the 32 community school district and two senior high school programs. These programs function under the jurisdiction of community school boards and the Division of High Schools. In addition, action is taken to initiate new procedures to expedite program implementation and to increase understanding of the effective work being done by the 34 drug abuse prevention programs now serving children in city schools.

Office of Zoning and Integration

For years, the city school system has committed itself to integrated education, and has done much to promote it, especially when it voluntarily embarked on a desegregation plan that involved the assignment of tens of thousands of black and Hispanic children to schools in white neighborhoods.

The system has promoted further integration by building schools in "fringe" areas, which can draw an ethnically varied population, and by continuously reviewing and revising zoning patterns in order to maximize opportunities for integration, instituting open admissions, free choice transfer, magnet schools and school pairings.

Development of zoning alternatives

An example of this strategy can be found in the Brooklyn and Queens Choice of Admissions high school programs.

These programs attempt to stabilize integration where it exists while maximizing opportunities for induced integration wherever this is possible.

The program sets a limit on the extent of induced change (50 percent white, 50 percent minority) in any receiving school. This would tend to prevent the deterioration of the integration that was the basis for the Choice of Admissions assignment in the first instance. A second most important innovative aspect of this program is that it has built into it a limit on the extent of induced ethnic change, and also a limit on the rate of induced change, so that the relative percentages of the ethnic composition in each school should not change by more than a few percentage points in any one year.

Rulings by education commissioner

The New York State commissioner of education has acknowledged the legitimacy of these efforts. The school system has succeeded in winning reversals of earlier decisions when the facts were marshalled and presented in specific cases. (These include Erasmus Hall HS, Andrew Jackson HS and Community School District 18 suits.)

National attention to urban resegregation

The chancellor has persistently called on public figures to recognize that the opportunities for integrated education are diminishing drastically in the nation's urban centers as middle class white and black families continue to migrate to ethnic isolation in surburbia.

In May 1976, while addressing educators at the spring conference of the Council of Great City schools, he called for a cooperative effort by city, state and federal governments to reverse the exodus of whites from the nation's major cities and then to meet the needs of the poor and the immigrants.

The chancellor emphasized that the government's fiscal and civil rights decisions were "redlining" urban school districts, resulting in the creation of a "de facto apartheid society" in the city public schools.

He charged the Office for Civil Rights with failing to recognize the potential for integration across suburban district lines while making unrealistic demands that do not come to grips with the reality of growing racial isolation in the nation's central cities.

Minority population grows

During the past 20 years, New York has experienced a continuous decline in the number and percent of white pupils, so that it has become increasingly difficult to integrate every school in the system which is now approximately 70 percent minority.

In 1957, there were approximately 649,000 white students and 299,000 minority students. As of October 1976, the minority population in the city schools was 749,000 and the non-minority population 328,000.

The non-minority population of the public schools has decreased by 49.5 percent and the minority population had increased by 151 percent in 20 years. New York City's Hispanic pupil population accounts for 89 percent of the total Hispanic children in all of New York State.

The last outpost of integration in this city is the public school. Hundreds of thousands of children from diverse ethnic, social and economic background attend school together, with relatively few major incidents when measured against other large cities of comparable complexity. This has been accomplished in the face of stiff resistance on the part of some groups and without citywide takeover or control of schools by the courts. The turbulent, sometimes bitter street confrontations that have marred these efforts in other large cities were averted here.

Office of School Safety

The Office of School Safety was established by the City Board of Education in July 1972 to coordinate all safety and security programs for the city school system. Since then its budget has (until the fiscal crisis of 1975) grown each year from an initial appropriation of $1 million which included funding for 166 school guards to $11.7 million in 1975-76 for a field force of 1,448 guards on assignment in almost every location.

In January 1975, the chancellor requested, and was granted, approval under the Comprehensive Employment Training Act (CETA) to fill 600 guard positions. In September 1975, as a result of the severe fiscal crisis facing New York City, the tax levy budget of the Office of School Safety was cut by 50 percent, with a commensurate reduction of tax levy guard personnel. In August 1977 the chancellor was successful in securing an additional 500 guard positions under the CETA program. There are now 476 tax levy guards and 856 CETA guards in service. Many studies begun in 1974 were reviewed, revised and implemented.

Incident reporting

A workable system of statistical data collection of all incidents in the public schools was developed. This was made possible by the issuance by the chancellor of Special Circular #23 which required all principals/heads of facilities to report all incidents to the Office of School Safety.

Property recovery

A property recovery unit was formed which collected, and manually compiled a record of the serial numbers of City Board of Education property purchased by the 32 community school districts. This unit was responsible for the recovery of City Board property valued in excess of $125,000 since late 1976. This unit also compiled data on the thefts of transit passes and has forwarded the information to the public authorities concerned.

Improvement in training

A planning and training unit was established which conducted training programs, both in-service and new hire, for 1,400 guards and 30 supervisors. A manual of procedures was written, printed and distributed to all Office of School Safety personnel. Survey teams were formed and over 40 schools were surveyed and recommendations made to upgrade their plant security. Every safety plan submitted by high schools was reviewed and critiques were submitted to administrators concerned, along with recommendations for improvements.

Upgrading of personnel standards

An on-going program was initiated to upgrade personnel standards. Absenteeism was reduced from an average of 25 percent to 15 percent and lateness from 60 percent to 30 percent. Interviews of over 400 school guards were conducted to select 120 for the newly created position of group leader. A mobile task force of 75 guards was selected to respond to emergency situations in schools. Disciplinary and hearing procedures were refined to discipline personnel when in violation of the rules and regulations of the Office of School Safety.

Increased safety efforts

Office of School Safety contributed to and acted as resource persons for Senator Birch Bayh's nationwide safe schools study. Guidelines were issued for administrators and principals recommending new methods for the handling of narcotics and weapons in the schools. A proposal to annualize tax levy school guards was developed and recommended to the City Board of Education. Duty charts and locations for around-the-clock protection of physical plants/school sites were formulated. Security coverage was provided for 137 school sites under a federally mandated summer feeding program.

Service to community school districts

The Office of School Safety reviews safety plans and provides technical and physical assistance to community school districts and high schools upon request of the community superintendent or principal.

Intergroup Relations Unit

An intergroup relations unit was organized in the Division of Community School District Affairs in 1974 to provide advanced warning of developing problems, analyze situations and develop strategies for conflict resolution and/or crisis management. The unit's creation was in response to a need to provide planning and preventive resources to deal with potential and real community crises arising out of zoning for integration and associated tensions related to a rapidly shifting demography. The policy of the City Board of Education regarding integration required some concomitant organizational resource and effort to promote the efforts toward integration and provide those crucial consultative resources which would supplement the efforts of the chancellor in meeting his mandate.

The initial involvement of the intergroup unit was in response to stemming the crises arising from the Choice of Admissions program on the high school level when large numbers of minority students were zoned into schools which had previously had majority white populations. Most of the work dealt with assisting community and staff superintendents, and principals to resolve conflicts which threatened their respective educational programs and climates within their schools.

Development of preventive programs

A proposal was written to establish a program to promote constructive ethnic awareness dialogue. This program will entail the training of selected teachers, subsequent workshops culminating in the creation of constituency groups within schools to deal with the intergroup problems. The funding for the program was obtained through School-Community Interaction Umbrella Programs which operates under a special state legislative grant.

The expected outcome of such a program would be to have students function as peer-leaders and engage other students in dialogue to explore and implement means of improving school intergroup climate.

The unit has been successful in securing some tax levy funds to support the cooperative involvement of the Panel of Americans of the National Conference of Christians and Jews. The Panel of the Americans is a human relations program which explores the diversity of races, ethnicity and religion with adults and students.

Student groups meet weekly with panel trainers in their own schools for periods of eight to 10 weeks before they make presentations to peer groups in other classes or schools supported by an adult moderator. The Panel of Americans has been running training sessions and presenting panel discussions in selected middle and high schools in the five boroughs.

Community School Board Liaison

Within the past five years there have been two community school board elections. This unit, working with the Office of Public Affairs, has represented the City Board of Education and the chancellor in all phases of the elections. There was no dimunition of services in the election of 1977, in spite of a 50 percent cut in staff.

This unit was also involved in the planning of training for newly elected community school board members following all elections except those of 1977.

Resource center

Requests for information and material relevant to the resources unique to this unit, which are available to community school boards, community superintendents, school district staff and the community throughout the city and beyond, have been more numerous as people become better acquainted with decentralization. The average incoming telephone requests have been approximately 450 a month for the past five years. Written and walk-in requests add to this total.

Monthly reports

Daily recording of minutes of all community school boards includes summarizing for a monthly report and alerting headquarters staff of actions to be taken which are of special interest to them.

Checking agenda of community school board meetings includes notification to community school boards of questions on resolutions which can be solved prior to public meetings.

Repository for essential records

The unit provides community school board related material needed for grievances within the City Board of Education, as well as to outside legal personnel handling court cases involving community school boards.

Some of the records available to the public and the school community are: minutes and agenda, community superintendent and deputy community

superintendent contracts, bylaws of community school boards, Freedom of Information Law procedures of each school district and procedures under the "Sunshine Law."

Citywide Umbrella Bureau

The Citywide Umbrella Program's basic objective is to bring about positive change in the elementary and secondary public schools. The School Community Interaction Umbrella Program includes 40 components that are implemented in the 32 community school districts. Components may operate in one or more schools in a community district or may cover schools in several school districts. There are approximately 75,000 participants who vary from pre-kindergarteners to adults. The program employs 521 members ranging from pedagogues to student aides.

Legislative action

The program began in 1968 with Title III funding. After three years, it was supported by State Urban Education funds. The Umbrella Program centralized under the City Board of Education in 1974, is now supported by special state legislation passed each year. As a result of the support of the chancellor and the efforts of his staff, parents, and other community members, the state has continued to fund the programs through 1978-79, under Chapter 53 of the Laws of 1978.

Program implementation

From 1974 to 1978 the allocation of $2.845 million has been reduced to $2.375 million. The programs, staff, and pupils who are receiving services have increased. Four years ago approximately 32,000 students in each of 21 school districts were serviced as compared to the 75,000 students receiving service at present. The number of programs has increased from 34 to 40 in spite of the decreased allocation. The quality and success of the programs have so impacted on motivation and achievement that school districts have been sharing expenses by annually contributing increasing amounts of tax levy funds.

Accountability

The daily visits by staff to program sites reflect the need to insure maximum accountability in each program. Each district superintendent perceives his umbrella program as a vital supplement to his existing programs. The fact that programs are predicated on need makes them more desirable and, therefore, commitment to and interest in quality implementation is apparent.

Principals give a high priority to suitable and appropriate space, providing substitutes for teacher training, workshops and conferences, and providing fiscal and other supportive resources.

An annual dissemination conference is held to provide a visual and graphic summary report of the year's activities of each program.

Parent involvement

Parent, teacher, pupil, and community involvement are essential to the success of this program. A citywide advisory council, composed of parents and other community members, with at least one member representing each project, meet in consultation with the Central Umbrella Bureau at least five times a year. Parents recommend programs, participate in planning their implementation and their evaluation, relate directly to legislators and apply needed pressure in regard to restoring the program to the governor's budget. Parents have effectively lobbied for the annual retention of the program.

Bureau of Attendance

Raising minimum standards

For the past three years, the chancellor has issued circulars on minimum attendance standards and requested that school districts not reaching the minimum standards (85 percent) send reports to him through the director of the Attendance Bureau.

When these reports were transmitted, the administrative staff of the bureau then visited these school districts as resource persons to assist the community districts in raising their percentage of attendance and in the development of programs to increase attendance. The chancellor's issuing of these circulars made all divisions more attendance conscious and assisted the bureau in carrying out the mandate of the Compulsory Education law.

Task force

A task force on attendance was set up and composed of various educators, attendance staff and other concerned persons to study the staffing problems of this bureau and its work with absentee children. The group recommended an increase in the bureau staff over the coming years. The report suggested specific increases in attendance lines through the system to better service the absentee child.

Reporting system

The chancellor also supported and provided for the expansion of the Exception Reporting Attendance Card System to 582 schools in the city. This program has cut to the minimum clerical work and [illegible]rs in recording daily attendance in school and [illegible]s the teacher to have more instructional time.

Outreach programs in the Bronx

The chancellor approved and put into effect an outreach program for absentee children in four Bronx high schools. In cooperation with the Bronx Community College remedial services in mathematics and reading are being given to "hard-core truants" in these schools.

Computerized systems

Computerized attendance systems have been installed in 27 high schools throughout the city. These systems provide for a data bank in the field of

attendance, send absentee postcards to parents and provide master lists of excessive absentees. These systems are invaluable in increasing teacher instructional time and allow the attendance teacher to concentrate on children in need of service.

Bureau of Educational and Vocational Guidance

Despite drastic cuts in counseling services from 1975 to 1978, caused by the fiscal emergency, the bureau has provided adequate counseling services to all pupils through improved articulation practices; in-serving training; expanded resource services; coordination of career guidance activities; development of reimbursable programs; increased cooperation with business and industry and with community agencies; publication of guidance manuals, directories and newsletters; programs to meet special needs (ethnic heritage activities, services for pregnant teenagers, prevention of child abuse and neglect, elimination of sex role stereotyping); and through intensified consultation services to the community school districts, the high schools, special education programs, adult education and career education.

Improved articulation practices

The bureau had developed, coordinated, and unified extensive articulation programs between the intermediate and junior high schools and the high schools in keeping with the increased number of course and school options available to students. All public and nonpublic school students and their parents are informed of the high school choices available through dissemination of circulars and memoranda; regularized boroughwide conferences for junior high school counselors and their counterparts in the high schools four times a year; the "Directory of the Public High Schools;" manuals on group guidance exercise and materials for use with students; in-service counselor training in group and individual articulation counseling techniques; the BEVG Memorandum as the chief source of professional information concerning articulation.

Extended in-service training

The bureau has provided a varied spectrum of in-service training; citywide conferences on counselor utilization in special education programs; humanistic education workshops for supervisors and counselors, dropout and drug prevention projects; and programs serving pregnant teenagers.

Expanded resource services

A resource center offers an expanded two-pronged program consisting of in-service training and consultation for counselors and teachers in materials selection, organization of resource centers and implementation of career guidance programs. The center also offers school-based demonstrations of materials and developmental guidance techniques; assists in planning career days and fairs; disseminates free career material and newsletters.

Occupational guidance services

To augment occupational guidance services, the bureau publishes the monthly "Career Guidance Newsletter." Coordinating the regional industry-education conference jointly sponsored by the National Alliance of Businessmen and the American Personnel and Guidance Association, participating in the Career Education Liaison Team, the New York State Advisory Council on Career Education and jointly coordinating regional career guidance workshops on resource centers and computerized information systems with the New York State Vocational Guidance Association are other aspects of improved coordination.

Reimbursable fund programs:

High School-College Continuum, a pilot program provides intensive guidance in career development to students in five high schools in a continuum sharing of high school and community college facilities.

Life career guidance program, directed toward career oriented school activities and the use of occupational guidance materials developed and demonstrated during the career guidance institutes.

Impact, a research project which demonstrated that guidance services offered in a counselor-pupil ratio of one to 250 improves students' reading and behavior.

Easing student adjustment, a program assisting minority high school students to develop life adjustment skills through and career development.

Goal orientation, stresses self-development as related to career choice. Other projects include the supportive services program and the John Jay HS dropout prevention program.

Increased outside cooperation

Resource people in the community serve as hosts at business sites and colleges and work with staff and students in the classroom, providing career exploratory experiences. Counselor educators also confer with BEVG in revising their curricula.

Publications

BEVG produces a variety of guidance-focused books and periodicals, to supplement field-based counseling services. These include: "Directory of the Public High Schools in New York City," "Directory of Adult Education in New York City," "Directory of Guidance Personnel," "Counselors' Handbook of Resources in Special Education and Pupil Personnel Services in the New York City Public Schools," "BEVG Memorandum," "Career Guidance Newsletter," "Blueprint for Career Guidance," "Helping Students in Career Development," "Directory of Services for Pregnant Teenagers," and "Guidance for the High Schools."

Initiated programs to meet special needs

The three BEVG evening guidance centers' services include free aptitude testing, transcript evaluations, and intensified career counseling.

Through leadership of a citywide task force on adolescent pregnancy, BEVG has developed career guidance programs in the "900" schools and has coordinated the services of city-based agencies for pregnant and information-seeking adolescents in a pilot project in five high schools.

Consultative services are provided to staff, students and parents at all school levels citywide.

In response to special needs and current concerns, BEVG also sponsors programs and activities relevant to ethnic heritage, child abuse prevention, and sex-role stereotyping.

Office of Public Affairs

Positive campaign

Efforts to inform the public about the many achievements of students, staff and schools have been intensified. An Advisory Committee to Present Positive Public Information About Schools has been formed. It includes representatives of students, parents, staff and citywide civic organizations. A publication "There's a Lot That's Right About New York City Schools" has been distributed widely. There has been an increase in the number of special events and projects designed to display talents of students and staff. The City Board of Education newspaper is dedicated to the presentation of school and student accomplishments.

Community relations workshops

The Office of Public Affairs has conducted summer workshops in school-community relations for principals and other supervisors; also training sessions for district school-community coordinators. It regularly sends to school districts and schools publications concerning school public relations. The staff also provides consultation services to school districts, schools and offices.

Publication of newspaper

This is the fourth year of the publication of "Learning in New York," depicting the achievements of students, schools and the school system.

Publications in other languages

Policies and regulations are now being published in Spanish and other languages. Community School Board Election materials were published in eight languages in addition to English.

Information services unit

Information provided to the public in person and by telephone and mail has increased measurably. The office receives complaints about central operations and attempts to resolve them.

Records access operation

Under the state's Freedom of Information Law of 1974 and 1977, the records access officer responds to hundreds of queries in the implementation of policy and chancellor's regulations.

Information Center for Immigrants

The office is establishing an information center for immigrants with children of school age.

Records retention and disposition

The office has assumed the responsibility of the retention and disposition of old records. It works closely with Columbia Teachers College and the Municipal Office of Archives.

Parent group liaison

The office arranges for regular monthly consultation between parent federations and the chancellor and serves as a communications center for the federations. The office also assists parent associations in the implementation of City Board of Education policy — "Parent Associations and the Schools." The office holds grievance hearings concerning internal opertions of parent associations.

Old school records

The Office locates school records of persons who attended the city public schools many years ago.

School records

The office guides parents who have questions about their legal rights to examine their children's school records. It also advises schools concerning their responsibilities under federal law and City Board policy.

Bilingual services

The bilingual public relations specialist assists parents and others who come for information but can speak only Spanish. This specialist also communicates almost daily with Spanish language media and produces a weekly radio program in Spanish for parents.

Special events and projects

There has been an increase in the recognition of outstanding achievement by students and staff through ceremonies in which Chancellor's Roll of Honor certificates are awarded to firms and organizations which have been actively supporting the public schools and to students for outstanding contributions in art, music, industrial arts, athletics, etc.

The office in enlisting the active support of lay citizens in promoting the Saturday morning music rehearsal programs for junior high school and intermediate school students, in sponsoring boroughwide concerts and in raising funds for music scholarships.

The office also represents the chancellor in the U.S. Savings Bond campaign, the Junior Achievement Program and the Tokyo-New York Sister City affiliation.

Special Projects Unit

Theft and vandalism

The Unit has used the experience of the past five years to establish a more effective accounting proced-

ure including identification of schools and school districts that are more susceptible to break-ins, closer scrutiny of claims and inventories and a system for providing school security surveys as a method of prevention.

Learning to read through the arts

The unit supervises the administration of this program which was expanded to sites in Queens and Staten Island during 1977-78. The program currently serves 720 children and has the capability for establishing additional sites in Brooklyn and the Bronx during 1978-79.

Uniform mid-year examinations

These examinations, prepared by the Division of Educational Planning and Support, are distributed by the unit on a custom-made reproduction and packaging basis for individual schools requesting them. The volume exceeds 75,000 pages.

Division of Personnel

The Division of Personnel is concerned with the placement and status of all employees, both pedagogical and administrative, in the public school system.

It assigns teachers for appointment by community school districts to decentralized schools and appoints directly to schools and programs under the jurisdiction of the City Board. Civil Service personnel are appointed from eligible lists established by the New York City Department of Personnel.

Other major activities of the division include conduct of hearings in connection with disciplinary proceedings and employee grievances, the administration of the health and welfare program for all staff, and the evaluation of candidates' fitness to assure that all appointees meet the medical and character standards established by the City Board of Education.

The division also maintains liaison with educational institutions and has other public contacts to promote continuing sources of recruitment. A newly-established segment monitors adherence to all statutes and regulations governing equal employment opportunity.

Layoffs and restorations

The Division of Personnel has adjusted to unprecedented changes in the nature of personnel management in the Board of Education. For the first time, the division has been confronted with the need to lay off employees as an economy measure. Between September 1975 and February 1977, a total of 16,192 pedagogical employees were laid off. Of that number, 2,487 were subsequently restored to service and an additional 3,270 were recertified in other license areas. The entire complex of procedures relating to layoff, restoration and recertification was totally new to the Division and the tasks involved required the development of techniques and systems which previously had not existed.

Court orders, outside rulings

Judicial decisions such as those in the Chance-Mercado case, the implications of the (Aspira) Consent Decree and the agreement entered into with the Office for Civil Rights with respect to integrated staffing have all had profound implications for the appointment and assignment policy followed by the division. There has been greater degree of intervention by outside agencies in the staffing programs of the City Board of Education than was the situation previously. The division has spent a considerable amount of the time conferring with representatives of these organizations or appearing before regulatory bodies for the purpose of responding to challenges.

Increment progression monitoring

Costs have been reduced through a more careful analysis of the entitlement by pedagogical employees to certain salary increments based upon the completion of course requirements. Under the new system, specific information is being ascertained from the local level as to the validity of the academic work offered and previous increment awards are being invalidated where there appears to be insufficient justification.

Microfilming of teachers records

During the past five years, there was a more rapid advance in personnel record keeping by microfilming teacher history folders. The system serves the dual purpose of offering greater protection and confidentiality to vital documents and also a cost reduction by conserving space and filing equipment. The program is being extended to the records of para-professional employees as well. Long range plans include the microfilming of employee folders of administrative personnel.

Absence control

The division has been working with the Bureau of Management Information and Data Processing on the development of a comprehensive monthly report of absences by school district and by individual school. This resource is an additional instrument in keeping local authorities aware of the incidence of absences and as a means of indicating areas in which remedial action is required.

Office of College and Community Liaison

Counseling

Advice and instruction have been offered to the thousands of pedagogical employees who have been displaced because of the fiscal crisis. Staff has worked sympathetically with scores of affected employees, giving them direction as to alternative employment possibilities within the system and in outside governmental agencies as well as the private sector.

Selection of supervisory personnel

With the invalidation of the former examination

system for the selection of supervisory personnel, new machinery for this purpose has been devised. Safeguards have been set up under Special Circular #30 to assure that supervisors are chosen without favoritism of any kind and that proper attention is paid to the requirements of publicizing the availability of positions and soliciting applications from the broadest possible field of candidates.

Field Services

Per diem substitutes

The Office of Field Services reviewed school records to determine whether there has been compliance with existing policy in the employment of per diem substitutes. Visits have been made to school district offices and to schools to corroborate the validity of employing substitute teachers.

Training sessions

A series of regular in-service training sessions has been instituted for the personnel officers of the community school district and the bureaus administering centralized schools.

Administrative Personnel

CETA Administration

Since January 1975, the Office of Administrative Personnel has placed almost 2,000 CETA employees in headquarters units, school district offices and the schools.

New city charter requirements

As a consequence of City Charter revisions, considerable control heretofore exercised by the City Civil Service Commission has been delegated to individual agencies such as the City Board of Education. Accordingly, the Office of Administrative Personnel has begun to gear up for the discharge of these responsibilities. A full-scale investigation unit has been put into operation. Much more work is being assumed in position classification and in examination construction for titles unique to the City Board of Education.

Training for chief clerks

The Office of Administrative Personnel has been conducting, on an ongoing basis, regular in-service training sessions for the chief clerks and administrators of the various organizational units. This medium has been a constructive way for timekeeping procedures to be clarified and other policies explained so that there will be a standardization of approach from office to office.

Assistance in trial of charges

The division has taken a much more active part in assisting headquarters bureaus and community school districts in the preferral of charges against administrative employees. A unit of this office is available to render advice for the purpose of systematizing these actions. In addition, two manuals — one for the City School District and the other for community school districts — have been published setting forth guidelines.

Office of Appeals

Volume of work

There has been a marked increase in the past five years in the number of reviews conducted in connection with Section 105a proceedings and in grievance conferences. This expansion has been absorbed with no increase in staff and the hearings function has continued to operate successfully by streamlining procedures and enhancing productivity of existing staff. A grievance "intake" system has been introduced under which incoming grievances are critically reviewed prior to the scheduling of conferences, to determine which of the claims are unfounded and can be dismissed immediately, and which of them can be settled administratively without the need for a formal conference.

Training in the 105a procedure

The Office of Appeals and Reviews, as part of its support to community districts and central headquarters operations, has conducted training sessions in the administration of procedures required under Section 105a (now Article 5) of the Bylaws of the City Board of Education.

Staff Services

Personnel security program

There has been a tightening of security to minimize the risk of placing, in proximity to the children, persons with questionable character or undesirable work backgrounds. Legislation enacted in 1974 has enabled the division to require the fingerprinting of all candidates for employment of pedagogical and administrative employees. Working relationships have been established with both the New York State Division of Criminal Justice Services and the Federal Bureau of Investigation to provide dual processing of fingerprints. Where past criminal or employment history reflects any potential barrier to employment, the case is referred for consideration by the Personnel Review Panel, composed of the chief of the Personnel Security Project, a representative of the Office of School Safety and an administrator from an operating unit or community school district. Moreover, photo identification cards have been issued to all employees of the school system and will be issued also to all custodial employees.

Strike penalty procedures

After the teachers' strike in September 1975, the Office of Staff Services coordinated the procedures required under the Taylor Law to effectuate the prescribed monetary penalties. A special unit was set up to review individual appeals from the chancellor's determination and to make judgments as to instances

where absence was not strike related. In such cases refunds were authorized. These processes were carried out with few complications. Only a relative handful of adjudications required hearings and the number of court cases arising from our administrative determinations was minimal relative to the magnitude of the assignment.

Disclosure of interest

In 1975, the City Board of Education prescribed the disclosure on the part of all employees of the City School District and community school districts of any financial interest by themselves or their spouses with firms doing business with the City Board of Education or the City of New York. The Office of Staff Services has formulated the procedures for carrying out the City Board of Education's policy on disclosure of interest. It has reviewed the information conveyed on the questionnaires and is following up on situations which may require resolution.

Employment of relatives

The division framed a special circular of procedures to carry out the City Board's mandate concerning the undesirable aspects of employment and supervising relationships involving close family members. The Office of Staff Services has compiled all reports of employment relationships which indicated a need for adjustment.

Per session employment control

Beginning in 1974, a ceiling was set on permissible per session work for day school teachers in order to apportion these assignments more equitably. The Office of Staff Services reviews the nominations for employment in such programs to assure adherence to the restrictions on the maximum number of hours and to safeguard against the improper placement of employees at an incorrect organizational level.

School secretary training

Three years ago a school secretary training unit was established to devote itself to the training of school secretaries. The coordinator issues a periodic newsletter and spends a considerable amount of time replying directly to telephoned questions from secretarial personnel. Field visits have been made to school districts and schools for the purpose of conferring with individual secretaries and helping them with their problems.

Medical activities

After a period of some decline in the volume of medical examinations, because of the reduced examination load and general stagnation in the employee population, there has, in recent months, been a resurgency of activity. The Medical Division is placing more emphasis on the problem of curtailing expenses attributable to accidents in the line of duty. In meeting this objective, the medical director is reviewing critically all claims associated with alleged accidents and there is a regular program of frequent reexamination and evaluation of the affected employee's status to preclude unwarranted paid absences of long duration. In compliance with the City Board's avowed policy that all bus drivers and matrons be medically examined, the Medical Bureau is now administering examinations to such personnel.

Personnel computerization project

The initial wave of layoffs in 1975 and the consequent establishment of preferred lists, pointed up the need for precise and up-to-date records of employee seniority. In the spring of 1976, the Division of Personnel began to develop an integrated computerized file containing data on the seniority of all pedagogical employees. This crash program was completed in the fall of 1976 and compiled data has been used to resolve questions on the propriety of excessing and layoffs and recall to service. This computerized data has also constituted a primary source of authoritative information for determining entitlement of longevity increments provided for in the UFT contract. In the peak period that characterized the beginnings of the program, it was necessary to recruit personnel from elsewhere in the Division of Personnel and from other offices of central headquarters, as well as community districts. Current maintenance, however is being provided exclusively by a small corps of employees drawn entirely from the Division of Personnel.

Equal employment opportunity

The demands of federal legislation such as the Civil Rights Act of 1964, the Education Amendments of 1972, Fair Labor Standards Amendments of 1974, Rehabilitation Employment and Training Act of 1973 have strengthened the need for the establishment of a mechanism to monitor compliance with the legal mandates. Accordingly, there is being organized an Office of Equal Educational and Employment Opportunity which will be charged with the maintenance of active working relationships with local, state and federal agencies concerned with equal opportunity. This office will provide training for local equal employment opportunity coordinators and it will audit to assure adherence to applicable law and regulations.

Division of Business and Administration

Financial operations — receive and control receipt and expenditures of cash funds, administer a central and decentralized imprest and trust fund program, process encumbrances and voucher payments for other than personal services, and prepare payrolls for pedagogical and administrative employees.

Accounting — maintain a complete record of all financial transactions, prepare mandated municipal, state and federal financial reports, provide such fiscal analysis as required by the City Board and its bureaus, and reconcile financial records with those

maintained by the City Comptroller.

State and federal aid — prepare and file claims for state and federal aid, and prepare estimates of aid receivable for planning purposes.

Data processing — design and implement management information systems, coordinate systems development projects, and schedule and control data processing facilities.

Management support — provide on site management assistance to central bureaus and community districts in analyzing, planning, and implementing business management improvement projects.

Management Support

District Business Management Team (DBMT)

The DBMT was organized in order to assist the community school districts in providing management practice reviews, establishing management systems, strengthening management capabilities, and exercising fiscal controls.

Procedures established, codified, and strengthened

The Standard Operating Procedures Manual for the community school districts has established under one cover, all procedures and regulations involving the expenditure and accounting of "other than personal services." It has codified two major publications as well as supplemental special memoranda and circulars which have been issued periodically. The 715-page manual is necessary reference and standard for regulations and procedures.

Fiscal responsibility

The development of a projected expenditures forecasting analysis for the community districts was prepared. The analysis package provided the necessary tools for the community school districts to prepare the reports instead of the Office of Planning, Programming and Budgeting, a departure from previous years. OPPB reviewed the reports for accuracy, and completeness of data. The preparation of projection reports has resulted in a careful monitoring and controlling of budgetary expenditures.

Technical assistance

On-site assistance has been provided to community districts in such areas as budget preparation, position allocation and control, reduction of anticipated over expenditure, implementation of fiscal controls, and monitoring of acceptable business procedures.

Management improvement program

The division management improvement program was initiated to encourage directors and project managers to respond to the audit findings and recommendations with positive action. The planned improvement project forms were devised for managers to establish and define their projects with milestone dates and report on progress periodically.

Data Processing

New data processing systems

The regular teacher payroll for over 60,000 professionals was redeveloped into an on-line terminal system to improve payroll processing. The paraprofessional payroll system was taken from an outside contractor and a new system developed by MIDP staff.

A system was developed to reduce absenteeism of teachers.

Automated payroll cost distribution systems were implemented to reduce claim processing time and accurately account for "personal service" costs. Since "personal service" costs represent a major portion of City Board expenditures, these automated systems simplified corrections for audit and reconciliation purposes.

An on-line terminal system for tax levy centralized budget modifications was implemented. This system will be expanded for school district and reimbursable budget operations and will allow for a final re-organization of the budget office offering substantial improvements in processing of documents and analysis capabilities.

Accounts Receivable

Refinement in budgeting process

A refinement in the budgeting process includes careful scrutiny for all possible savings which has led to maximized use of both state and federal funds. All budgets are now controlled by line to assure both "personal service" and "other than personal services" are not exceeded. This guarantees a built-in system of controls and provides timely and accurate information when needed.

Decrease in percentage of disallowance

Due to tightened controls on the monitoring of expenditures, there has been a decrease in the percentage of disallowances for monies spent. For the 1975-76 school year, the ESEA Title I claim now being submitted is expected to be approved for 100 percent of the budgeted amount which will be in excess of $143 million.

Encumbrance controls established

With the start of the 1977-78 school year the office developed and implemented new encumbrance controls, including requisitions, full value contracts, purchase orders and imprest fund advances.

Cooperative voucher payments

The process of vouchering "other than personal service" payments has become a shared responsibility of the community districts and the Bureau of Accounts Payable. The bureau was reorganized in order to audit and process vouchers prepared in the

school districts, provide guidelines for school district business practices and offer direction in the implementation of business procedures.

Accounting

New accounting system

A new appropriation accounting system interfaces with the city's new Integrated Financial Management System (IFMS) and is now used as the official books of the City Board of Education for accounting and audit payrolls. The IFMS system required that the City Board control to the line level for "personal services" and all of the City Board's payroll systems were modified to meet this mandate.

Model program created

An on-line W-2 (tax withholding) system was created which provided for amended and duplicate W-2's in an on-line terminal environment. This system provided better service to employees and was installed by the City Comptroller's Office.

Accounting system correction efficiency

The Personal Service Journal Entry Unit was established as the chief liaison between the Bureau of Accounting and the many school districts and central offices that submit journal entries. Business managers, accountants, reimbursable programs unit heads, and administrators of various central tax levy programs were constantly consulting with this unit on how to solve accounting problems relating to their programs.

A filing system was established that made information easily accessible to external and internal auditors as well as City Board personnel.

Controls were established and instituted that eliminated the duplication of journal entries and the processing of unauthorized entries. Log books were established to control all entries by reference numbers and noting where all entries are at all times.

Accounting transaction transmittal control

A batch system has been initiated to insure the control of all batches from accounting to the transaction control unit to insure input into the accounting system. Batches are reviewed for content, i.e., omission of dates, journal entry numbers, account codes, etc.

Journal entry process control

A system has been instituted whereby it is easier to trace like ent. es through both the Comptroller's and City Board a. ounting systems to assure auditors that the processing of journal entries is monitored.

Capital inclusion accounting improvements

Preparing and distributing capital fund appropriation schedules has eliminated the misuse of funds and has resulted in a special monthly report for analysis and correction of incorrect coding. The improvements included reviewing the monthly transactions for all programs and establishing separate codes for all school districts to determine the availability of funds. The division has provided training for school districts and central personnel on how to prepare capital fund vouchers utilizing the proper coding structure to help reduce the error factor.

Improved inter-agency liaison

A liaison has been established between the City Board of Education and various agencies effecting the expenditures of the City Board. The division has established a recording time of within one week of the outside agency booking of expenditures, backup documentation in continuity, audit procedures are established via liaison, reconciliation is done monthly, expenditures are in check as to their veracity, and other agencies are answerable to the City Board of Education.

Payrolls

Timely payments

Despite a revamping of accounting and payroll systems, and payroll variations caused by strikes, contract labor settlements, and massive layoffs, over 100,000 hourly, weekly, semi-monthly, and monthly employees received their salary checks on a timely basis.

System improvements

A system has been developed to improve payroll processing and automatically provide input for the City Board's accounting system, produce history records for school custodians, and produce pension and welfare reports. Up-to-date bookkeeping records are also available.

Custodians net retain reports

Since 1975, school custodians have been furnished a detailed quarterly analysis of all incomes, and expenses incurred in the operations of assigned building(s). The report serves as a control to some degree for management, and also keeps custodians aware of available authorized operating funds.

Emphasis on services

Payroll offices have taken measures to meet the need for timely payment of employees. The success in getting an early release of checks from the city's paymaster office has enabled the payroll offices to consolidate the distribution of checks which have been delivered to school districts since 1976. Administrative employees are now assured a timely payment and the cost of distributing checks has been reduced.

Workshops for training

During 1974-78, workshops have been conducted for school districts and central divisions. These workshops have enabled timekeepers and school secretaries to understand the proper procedures for preparing documents submitted to payroll for processing, and contractual agreement languages.

Division of Educational Planning and Support

Executive Director

The Division of Educational Planning and Support provides leadership in curriculum and instruction and serves as a unified resource for addressing educational needs in this city.

During the past five years, the division has focused on the following objectives: to identify needs and develop appropriate curriculum materials for grades kindergarten through 12 and adult education; to identify needs and provide citywide staff training and development activities; to identify needs and develop innovative and effective educational programs; and to identify effective educational practices and programs and provide a mechanism for dissemination.

Curriculum Planning and Policy Unit

More curriculum bulletins

Since September 1977 there has been an increase in the number of new bulletins with 23 curriculum bulletins published and distributed to schools and school districts.

Two of these, "Minimum Teaching Essentials: Scope and Sequence, Grade K-9" and "The Holocaust: A Study of Genocide," both distributed during 1977-78, have maintained New York City in the lead in this country in curriculum development. "Minimum Teaching Essentials," developed as a teacher aid to improve classroom instruction, should form the basis of the standard curriculum and be included in daily lesson planning. This curriculum bulletin outlines in detail what is to be taught on each level. "The Holocaust" was prepared in response to a wide demand by concerned citizens and educators to support curricula on the subject of genocide.

Curriculum Council established

The Curriculum Council was formed in May 1977 to advise the chancellor and division staff. The council meets bi-monthly to help define minimum standards and chart the course in curriculum planning and development for city schools.

On-site team service

Division teams provide direct staff development services to teachers and supervisors. For instance, there have been 15 on-site conferences to implement the "Minimum Teaching Essentials" bulletin.

Evaluation of textbooks

The chancellor is mandated by state law to promulgate an approved list of instructional materials for all city schools. As part of this effort, this unit coordinated the development and writing of a policy paper which supports the "open list" policy of the City Board and redefines and updates criteria for approval or disapproval of materials.

Dissemination Unit

Successful educational practices

The Dissemination Unit was created in September 1976 to inform the educational community and the public of successful educational practices, and has developed an effective means to distribute curriculum publications. The procedures of past years have been completely overhauled resulting in increased production and distribution with less staff and monies.

Resource center

The Dissemination Unit was awarded a Title IVC grant for a program entitled Management of Learning: The Resource Center. The program is a management delivery system for the division's many resources — personnel and material. The program specifically involves the establishment of a resource center at 131 Livingston Street; the citywide distribution of "Resources," a bi-monthly newsletter; the distribution of "Resources Spelled Out," a directory of programs and services of the division; networking with resource centers throughout the city. The Dissemination Unit also provides on-site technical assistance for the establishment of resource centers in community districts and schools.

Staff development

The Dissemination Unit has coordinated a variety of staff development activities including sessions with the supervisory staffs of school districts 5, 17, and 19 and visitations of foreign educators.

Dissemination activities

In the area of research, a staff member has been designated liaison to Educational Program and Studies Information Service, New York State Education Department, which provides educators with free computer searches of the ERIC collection.

Dissemination through the media has also increased. In cooperation with the *Amsterdam News*, an education page was established and published in eight issues, informing readers of educational events and topics and profiled a different school district in each issue. Articles from the education page were also reprinted in many local weekly papers.

"What's Going On: Students Talk" is broadcast on WNYE-FM and discusses topics of importance to city students such as career education, school safety, etc. This show is produced by students for students.

A color slide and black and white photo library has been created to assist teachers and supervisors in creating educational slide shows and displays.

School Volunteers

Volunteer services

During the past five years the program has grown from 3,000 volunteers providing tutorial and other services in 227 schools in 25 community school districts to over 5,000 volunteers serving in over 300 schools in 31 school districts. In 1974, volunteers were serving in four high schools; in 1978 they are serving in eight. The total number of pupils annually receiving instructional help from volunteers grew from 19,000 to over 33,000.

Parent involvement

Since 1974, the program has greatly strengthened its parent involvement. When the program was initiated, volunteers were mainly upper middle class adults with children attending independent schools, who traveled out of their own neighborhoods to serve in the public schools. Gradually the number of school parent volunteers increased and now includes parents from minority groups. In the past four years, parent volunteers have become the strongest component of the program, representing two thirds of the total volunteer roster.

Volunteer training

The training of school volunteers has been refined into a highly professional, structured pre-service and in-service program. Every new volunteer receives ten hours of practical "hands on" training in techniques for tutoring in reading, mathematics and English-as-a-second language and a basic kit of tutoring materials including a "Handbook for Reading Volunteers." A program of in-service workshops involving members of the program's professional staff as well as outside experts is offered throughout the year.

Resource center

In March 1976, in accordance with the provision of Special Circular #60, the School Volunteer Program restructured its administration to encompass all volunteer services, both instructional and general, throughout the school system. Procedures were developed to assist individual school principals interested in supplementing the recruitment activities of the School Volunteers central office by recruiting, screening and placing volunteers from the local school community in accordance with guidelines prepared by the school volunteer office, and to register such volunteers with the school volunteer office for liability purposes.

In September 1976 the School Volunteer Program became a unit of the Division of Educational Planning and Support. Since then the program has been involved in a steady, helpful interchange of information and expertise with the other components of that division. In February 1978, the Center for Reading's regular meeting of school district reading coordinators was held at School Volunteers headquarters to discuss the training and utilization of volunteer reading tutors.

Center for Bilingual Education

Student participation

During the past five years the number of students with limited English language skills participating in bilingual and English-as-a-second-language programs has increased from 22,000 to 75,000. Although the largest percentage of these students are of Spanish language background, programs also include significant numbers of students whose home languages are Italian, Greek, Chinese and French. In addition, students coming from more than 50 different home language environments are also participating in a variety of bilingual programs.

Consent decree

In consultation with Aspira of New York, the City Board developed a plan that went into effect in 1974 which provides increased education services to Hispanic students. As a result, children with English language needs are now being better identified. At the present time more than 50,000 students in over 400 schools are receiving these services.

Lau program

Together with Department of Health, Education and Welfare, the City Board developed a plan that went into effect this year. This plan, modeled after the Consent Decree plan, is called the Lau plan and allows for increased services to all children. In effect, the Lau plan is a reaffirmation of the increased educational services for children with English language needs that have been available since September 1975.

Official Board policy

The City Board officially adopted a policy statement on bilingual education. This statement reaffirms the City Board's support for bilingual education as a program in which students of limited English language ability can "participate meaningfully in an instructional program which enables them to learn in both languages and to learn about both cultures."

Appropriate licenses

Continuing in the tradition of setting high standards for the employment of school personnel, the chancellor directed the establishment of bilingual licenses in all of the subject areas at every school level.

Staff development

Through the effective utilization of funds from a variety of sources, considerable emphasis has been placed on maintaining and improving the skills of teachers participating in bilingual programs. More than 80 percent of the bilingual staff is engaged in training activities ranging from school-based in-service workshops to degree-oriented university courses.

Curriculum materials

A vital ingredient in the development of bilingual programs has been the creation and distribution of

several completely new curriculum bulletins. Since 1974, 17 publications have been produced and provided to schools for use in the teaching of English as a second language, Spanish language arts, mathematics, science, social studies, Italian language arts and other subjects areas.

Center for Career and Occupational Education

Vocational Education Act funding

In 1974, the city's allocation of state Vocational Education Act (VEA) funds represented approximately $11-million, including post-secondary as compared with the 1977-78 allocations of $13.5-million. Total funding for the Center for Secondary and Adult Programs increased from approximately $18-million in 1974 to an allotted $27-million in 1978. The Center has planned programs for direct federal grant support in competition with communities throughout the nation. These proposals have produced an additional $1.7-million between 1974 and 1977 to support critical programs and services and youth and adults.

Innovative occupational programs

The Center for Career and Occupational Education has fostered the development of new and/or improved training programs in areas of oceanography, social services, health services, copy processing, electronic equipment repair, marine electronics, solar energy and many others.

Occupational training

Alternative programs have been expanded to offer students high skills training in specialized facilities. The Shared Instruction Program currently serves approximately 1,500 students, as compared with 1,000 in 1974. They receive training in specialized schools offering programs not available in their home schools.

Work experience opportunities

Increased numbers of students have been able to earn and reinforce learning through a variety of work experience programs which serve regular, handicapped, disadvantaged students, and those with English language handicaps. Participation in alternate-week and part-time cooperative education programs has grown from approximately 6,000 in 1974 to a current figure of 9,000 with a payroll in excess of $10 million.

Federal youth employment program

The Center for Career and Occupational Education was designated by the chancellor to coordinate youth employment programs for the City Board of Education. The program, funded for $3.9 million, will cover wage subsidies and support services for 2,000 in-school youth to work part-time during the school year and full-time during the summer.

Major programs in the Bronx

Occupational education and career planning, for both youth and adults in the Bronx area, have been augmented through expansion of a Vocational Education Act funded Career Counseling and Resource Center. This center now provides services of testing, counseling, referral, further expansion and additional services.

Industry, community involvement

Increased participation by the business community in occupational education over the past five years is demonstrated in planning for new programs and upgrading of existing services, designing of courses of study and development of curriculum materials, staff development, field trips, industry exchanges, and job development. Among the business organizations collaborating with education are those represented on the commissions of the Advisory Council for Occupational Education, the Economic Development Council, the New York Chamber of Commerce and Industry, and the National Alliance of Businessmen. The Central Trades and Labor Council and participating unions on the advisory commissions have played a valuable role in the collaborative process.

Updated curriculum

Between 1974 and 1978, curriculum, developed with industry participation, updated practices in existing occupational programs, and supported new programs in emerging technologies, such as avionics, electronic equipment repair and agriculture. Curriculum modules tested in several major trade areas provide flexibility and individualization of instruction, enabling a student to enter the labor market at various stages of skills competency.

Services to handicapped

A procedure for testing and preparing handicapped students to participate in mainstream training programs has been in operation. The advantages of mainstreaming when sufficient preparation and appropriate screening have taken place, have been demonstrated. Where the handicapping condition prevents participation in regular programs, special training and support services have been provided as needed.

Reducing sex stereotyping

A plan to reduce sex bias in occupational education in New York City was submitted to the New York State Education Department. The New York City plan now operational, has been cited as the best in the state and has been circulated nationally as a model plan.

Expansion of career education

In 1974, career education models were in operation in two elementary and in one intermediate/junior high school in each of three school districts. Since that time, the system has been expanded to include a total of 72 schools, representing 25 of the 32 community school districts. Staff development efforts through workshops and in the schools, have reached more than 5,000 teachers, counselors and school administrators.

Center for Health and Physical Education

Timely programs

In 1974 and 1975 every junior and senior high school in the city participated in a program that taught girls how to do a self examination for breast cancer. The American Cancer Society and New York City Department of Health cooperated and provided each school with printed materials and a film.

Smoking education programs have been designed to permit children to join in the campaign against smoking. A chancellor's circular has been prepared.

Hundreds of city staff members have been trained to administer and teach cardiopulmonary resuscitation (CPR), and plans are underway for CPR instruction in high school health courses.

Gateway Environmental Study Center

In 1976, space was obtained in the administration building of the Jamaica Bay unit of Gateway National Park at the former Floyd Bennett Airport. In two and one-half years programs of environmental education, outdoor education and school camping that have involved hundreds of teachers and thousands of students have been developed.

Exciting, innovative programs

In the last five years, several innovative programs have been introduced by the Center for Health and Physical Education. Of outstanding note are the Peer Group Sex Information Program; classes in emergency medical technician training and advanced first aid; the introduction of instruction in death and dying; instruction of 300 elementary school children by the Eliot Feld Ballet Company; establishment of the Environmental Education Center at Gateway; an institute to train elementary school teachers in methods of teaching health; annual elementary physical education awards program for recognition to outstanding teachers and school programs of physical education.

Program for the handicapped

The passage of Public Law 94-142 served as a springboard for developing programs in cooperation with the Division of Special Education and Pupil Personnel Services and the Division of High schools. Increased awareness and sensitivity for adapting physical education to special health needs of children with handicapping conditions have been developed by projects such as Health for Life and the Movement Education Task Force.

Center for the Humanities and the Arts

Curriculum development

In response to the need for curriculum services to the community school districts and to the high schools, many new curriculum bulletins have been developed during the 1973-78 period which have been directed toward upgrading instruction in the various subject areas.

Evaluation of instructional materials

After evaluations, the center has developed guidelines to encourage fair and non-biased presentations of ethnic minorities and of women by commercial publishers.

Staff development activities

During 1976-78 the center, while continuing to introduce new courses of study, innovative projects and teaching strategies, supported staff development programs in new ways. Citywide conferences such as The Significance of the Humanities in Education were organized in cooperation with college/university staff and other resource personnel and speakers represented New York University, Fordham University, New York State Department of Education, College of Staten Island, Lincoln Center Institute, New York Philharmonic and the Association of Hispanic Arts.

Development of new programs

The center has actively developed programs focusing on areas such as law and citizenship, the American Revolution Bicentennial, cultural pluralism, art careers, ethnic heritage and special language weeks, reading, ethnic and women studies and vocational and instrumental music.

Specific programs in which the center has participated or has sponsored are:

The Law Education Resource Center established at John Jay College by a joint effort of the center, the High School Division and the college, all three of which contributed to a course of study on the Criminal Justice System and a manual on jury service.

Citywide ethnic culture and language week programs, such as Black History and Culture Week, Irish Heritage Week, Jewish Culture Week, French Language Week, Italian Language and Culture Week, German Language Week, Hebrew Language Week, Spanish Language Week and Pan-American Week, have increased. Materials and suggested activities for distribution to community school districts were prepared by the center staff.

Citywide examinations

Assistance has been provided for schools and school districts in their responsibility to assess pupil progress through the development of citywide mid-year and final examinations for pupils. Such examinations have been developed on the junior high school level as well as on the high school level.

Center for Library, Media and Telecommunications

Broadcasting to the schools

During 1973-78, WNYE-TV and WNYE-FM broadcast over 3,800 radio programs and over 3,200

television programs per year. These programs were used by a combined total of 20,000 classes. There were also over 600 programs for teacher training. For physically handicapped-homebound students, there were over 1,300 programs annually in the major content areas with over 1,000 classes held via Teleclass, a system of interconnected telephone lines that allow up to 20 students to receive instruction. A number of WNYE productions were given national recognition. The station won two "Emmy" awards.

Student instruction

Since 1975, students have received instruction in photography, filmaking and videotape recording. By the end of this year, over 3,500 students will have particpated in this program. During this same period, a Vocational Education Act program has supported the training of high school students in our studios, preparing them for jobs in color television and related occupations.

Staff development services

The center staff trained personnel in 300 schools and 25 school districts in the past five years in library-media utilization, planning and production. In addition, 1,400 teachers participated in in-service courses. Workshops are also offered to school district libary-media specialists to provide continous upgrading of staff. Through these offerings, over 600 librarians receive training.

Media support services

The center has provided 16mm film loan service for 20 years, however major improvements in the service began to occur in the last few years as the collection turned over its titles by deleting obsolete films, adding films related to priority curriculum areas, and adding a feature film service, and videotapes of selected films. Daily audio-visual equipment repair service has also improved providing services to 28 school districts, repairing an average of 7,300 items of equipment at an annual average saving to the schools of $100,000. This year a new service was provided through the "Television Reading Project" whereby scripts of prime time television programs are provided to 22,000 students. Lesson guides are provided to the 680 participating teachers.

Center for Mathematics and Science

Since 1973, the Center for Mathematics and Science has provided leadership and support in the development and implementation of new courses of study which meet both school and school district needs for alternative approaches and innovative course offerings. This includes a broad range of new disciplines such as geology, psycho-biology, marine biology, oceanography, genetics and consumer sciences as well as new programs which respond to career orientation (medical and health services, laboratory technician, horticulture) and to social problems (environmental studies, conservation of natural resources, energy resources).

In addition, new and existing approaches have been introduced which make mathematics relevant and significant through practical application. New programs such as Basic Competencies in Mathematics in Work-Related Activities stress the importance of the functional value of mathematics.

Professional growth, teacher training

Teacher-training activities were intensified in order to strengthen competence in instructional programs. This center has invited the collaboration of industry, professional organizations, resource agencies and colleges in the development of meaningful teacher-training designs to enhance instructional programs. Seminars, workshops and institutes have been established with such organizations as Exxon Corp., Shell Oil Co., Bell Telephone and Rockefeller Research Institute to provide in-depth subject area information. Colleges and universities have participated in joint efforts to improve teacher pre-training and post-training programs.

Interdisciplinary approaches

Prior to 1973, mathematics and science were taught separately from each other. Yet, many studies have shown that more meaningful learning takes place when these two areas are developed through an interdisciplinary approach.

The center has set realistic objectives for introducing an inter-disciplinary mathematics-science instructional program and using the metric system in all areas of study. Pilot programs have been prepared and introduced in a number of school districts and schools for study feedback. Workshops involving the use of metrics have been conducted to familiarize teachers and supervisors with new approaches.

Stress on academic standards

The publication of "Minimum Teaching Essentials: Scope and Sequence K-9" and all the curriculum bulletins in mathematics and science which carefully define and detail the levels of performance and sophistication considered appropriate for each age/grade level, have contributed to the development of educational standards.

Center for Reading

Identification and sharing

Since October 1977 when the center was established, visitations have been made to numerous school districts to identify reading programs that make an impact on students' reading development. In addition, boroughwide reading conferences were held with community school district personnel to provide opportunities to identify and to share programs, teaching strategies and techniques in operation.

Direct services to districts

Direct services to community school districts have

included supervisor and teacher workshops focusing on teaching techniques and learning strategies. Reading is Fundamental is a program functioning in over 100 sites citywide. This program creates motivational activities to interest children in supplementary reading.

Development of curriculum

The center prepared the reading section for "Minimum Teaching Essentials: Scope and Sequence K-9." This document focuses on teaching essentials for teachers at all grade levels.

Liaison with professional groups

Since October 1977 meetings have been held with State Education Department Bureau of Reading and Bureau of Bilingual Education personnel to coordinate projects and develop materials in the area of reading. Staff members have actively participated in co-sponsored conferences. The center has also been meeting with members of community organizations, parent advisory councils, City University of New York reading personnel and other individuals in private institutions of higher education.

Center for School Development

Model programs, projects

The Center for School Development has sponsored, assisted in implementing, monitored, and disseminated information about model programs and projects related to total school development. The projects include:

Arts in General Education which began in 1974 and has as its goal to provide "all the arts for all the children," and to use the arts as a vehicle for school development. Since 1974, it has amassed over $2 million in services to students, teachers and principals in 33 schools.

The Follow Through early childhood program has continued to provide services to 3,000 children annually in eight public and three non-public schools despite no increase in the basic grant since 1974.

Two Follow Through projects have been nationally validated by the U.S. Office of Education and National Institute of Education and are part of the National Diffusion Network of Exemplary Programs.

Experimental pre-kindergartens operate in nine community school districts and cooperative venture of the City Board and the New York State Department of Education. Classes are for three and four-year-olds. The curriculum for the children improved communication skills and gave children a headstart in adjusting to school. It also increased parent involvement in the schools.

Early childhood integration centers operate in six schools in five community school districts, and are concerned with providing early education to reduce minority isolation and maintain neighborhoods by preventing majority flight. The program involved children from pre-kindergarten to second grade emphasizes the personal worth of each child involved.

High School/Elementary School Project establishes programmatic linkages between two high schools and elementary schools in community school districts 16 and 18. High school juniors and seniors satisfy part of their academic requirements by working with elementary school children in their classrooms under the direction of, and in collaboration with the appropriate elementary school teachers.

Joint Venture Elementary/Junior High Schools provide technical assistance to Community District 32 in developing an articulation program between a junior high school and its three feeder elementary schools in the area of science instruction.

Inter-District Diagnostic-Prescriptive Approach to Instruction is the result of Title IVC grants since 1976, where teachers in seven community school districts have increased their competencies in a diagnostic-prescriptive approach to teaching. Mathematics is used as a vehicle of instruction.

Innovative projects

From 1974 to 1978 there has been an increase from $320,580 to $522,000 in Mini Project Program funds. This program enables schools and school districts to obtain small amounts of funds to develop new programs, replicate nationally or state validated programs, and/or demonstrate successful Mini Project programs that have received model recognition.

Gifted and Talented

Since 1976, Title IVC grants have enabled 13 school districts to plan special programs for the gifted, developing a cadre of teachers and administrators specializing in teaching the gifted, and establishing community district resource centers for teachers and parents.

More than $1.5 million was allocated in the 1977-78 expense budget to establish the New York City Innovative Program for Gifted Children in all 32 school districts to develop programs. All school districts have submitted plans which were approved and are now in progress.

Direct support services

Training workshops are conducted in school districts on request, both during and after school hours. Participants include school supervisors, teachers, paraprofessionals, parents, and community groups.

Technical assistance is provided in writing Title IVC developer, validation, demonstration and replication grants. Workshops and conferences are held to acquaint school districts with available validated and exemplary programs throughout the state. Assistance is given to school districts and schools interested in replicating validated programs.

Personnel workshops

Representatives from all 32 community school districts attend monthly workshops. District programs are shared as well as information on curriculum, funding, mainstreaming techniques and methods of training teachers.

Liaison with other agencies

The center has expanded on-going liaison and interaction with non-Board of Education agencies to provide linkages in comprehensive services to young children (i.e., Agency for Child Development, Human Resources Administration, Department of Social Services, Department of Health, Day Care Council, teacher training institutions, etc.)

Joint venture with Urban Coalition

A demonstration model has been developed involving junior high schools and feeder elementary schools. Management plans and strategies leading to constituency ownership of schools planning and development are being utilized to improve the teaching-learning process and to focus existing resources on the unique needs and problems of the schools.

Center for Staff Development

In-service courses

Since July 1974 there has been an increase in the number of cooperating agencies in the in-service program, resulting in a corresponding increase of at least 30 to 40 courses offered by such institutions. This expansion has enabled the professional staff to take advantage of the skills and knowledge of personnel from these specialized agencies.

Professional staff development

These programs provide in-service staff development training activities for guidance counselors and teachers, with an emphasis on a bilingual approach. They include in-service training for teachers planing to become guidance counselors, and in-service training for high school assistants to principals. The Intensive Spanish Language Development Program, implemented in the summer of 1975, was designed to increase the Spanish language proficiency of regularly licensed classroom teachers and teachers of library, to impart knowledge of Spanish history and culture, and to refine teachers' English language skills as needed.

Refresher-recertification sessions

Initiated in 1976, refresher sessions were offered to teachers who wished to upgrade knowledge and skills within their fields of specialization. These recertification sessions were especially designed for teachers recently preparing for recertification examinations.

Student teachers in high schools

Some 6,500 student teachers from the metropolitan area and out-of-town colleges were assigned to city high schools from 1974 to 1978. In collaboration with the Division of High Schools a system of priorities was developed for making assignments, based on the needs of each high school.

Pupils with special needs

New York City has received approximately $65 million each year since 1974 for the purpose of providing services to pupils two years or more below grade level in reading and/or mathematics. The Center for Staff Development assists the school districts and units in planning and implementing their programs, conducts staff development activities, provides for the dissemination of effective practices, and monitors the programs for compliance with the law. Many creative and effective programs have been introduced in the areas of remedial reading, remedial mathematics and utilization of bilingual methodology to improve reading and mathematics achievement.

In 1975, a series of Pupils With Special Educational Needs Intervisitation Programs was initiated for school district coordinators. Its purpose was to disseminate information about exemplary programs systemwide through on-site visits. Every school district has participated in these activities.

Performance planing

Performance Planning was introduced to the system in 1974 and developed and distributed throughout the system with a revision in September 1975.

Management skills

During 1974-75, the management team approach to strengthening community school district management skills was implemented, focusing on developing community school district competencies in the areas of staff development, curriculum management, and the development and implementation of educational management skills models.

Executive development institutes

Institutes for Education Management Training began in 1974, in order to provide leadership training for community superintendents, and later for high school principals and high school superintendents. The program was extended in 1974 to include the participation of one elementary and one intermediate/junior high school principal from each community school district.

Redesign project

In 1974-75, High School Redesign continued to operate in six high schools in cooperation with the high school division. The project was designed to assist each school in assessing its problems and developing its own models of redesign.

Division of School Buildings

The Division of School Buildings operates under a budget of approximately $200 million, and is responsible for the management of the building program and building services.

These include the planning of facilities, the design, construction, modernization, rehabilitation, and leasing of school buildings, and in addition, the heating, cleaning, and maintenance of about 1,050 school plants currently in use.

During the last five years, the Division of School Buildings has been adapting to two major changes — steadily decreasing enrollments, and the budget crisis. All services provided by the division — building replacement, modernization, operations and maintenance — have modifications in response to these changes. To provide needed learning spaces, services were consolidated, methods were reappraised and priorities were reordered. One main purpose was to redirect division efforts from new construction to modernization, consolidation and re-use of school buildings.

In 1977, fiscal constraints and changes in service needs required the division to accelerate its consolidation and management control plans.

Under the direction of the chancellor and the deputy chancellor, the division conducted a thorough review and developed a management plan, which required reorganization of the division to meet the plan's objectives. In April 1978 two operational offices were set up: Building Services (formerly Maintenance and Operations) and Building Progress Management (formerly Design and Construction). An Office of Management Services was established to assist the deputy chancellor in coordinating the reorganization and to strengthen management practices for the division.

The reorganization has four primary objectives: accelerate the reorganization and consolidation of the administrative structure to effect cost savings; focus the attention of technical operating managers on the effective delivery of services in their areas of specialization; reorganize the Office of Maintenance and Operations to provide for the allocation of resources and the coordination of services at a level closer to the schools served for more efficient services and improved responsiveness to the community; and extend management control systems to strengthen accountability while "decentralizing" the responsibility for operational services.

Achievements:

Improved coordination of maintenance and operations through clarification of the maintenance related duties of custodial operations.

Development of preliminary plans for consolidating the maintenance and operation responsibility for maintenance repairs.

Developed procedures for improving the monitoring of maintenance repair procedures and regular status reports to the schools and community school districts.

Developed substantial background information in support of custodial negotiations.

Reassigned personnel in bureaus of design and construction to focus on essential services.

Developed data in support of a realistic budget for building modernizations under $3 million to obtain additional capital dollars needed for appropriate field supervision.

Established standard operating procedures in specific areas to strengthen supervision and control in bureaus.

Developed a plan for restructuring the budget so that it will more accurately reflect the actual allocation of resources within the division.

Established standard operating procedures for budgeting and accounting in specific areas to ensure accountability of funds allocated to operational managers.

Identified $1 million for priority painting program and identified $3.5 million to fund collective bargaining costs for custodial employees this fiscal year.

Developed audit programs for financial and operational audits of maintenance, custodial operations, and change order processing.

Bureau of Design

Major projects

The bureau completed 179 major projects at a total construction cost of $263.9 million — 35,149 additional seats were provided.

Reorganization

As a result of the city's fiscal crisis a concerted effort was made to reduce the expense budget. The Bureau of Design was merged with the Office of Educational Facilities Planning and the Bureau of Modernization and Reconstruction. The total staff was reduced approximately 50 percent.

Federal public works

The bureau made an extensive effort to prepare applications, plans, specifications and estimates for the Phase I and Phase II federal public public works projects. A federal grant of approximately $56 million was granted to the City Board of Education for 39 major projects and many minor renovation and maintenance projects.

Asbestos program

A team of technical personnel was organized to investigate the extent of asbestos usage in all buildings in the system. The team investigated plans and specifications, visited buildings and met with doctors, scientists, manufacturers, etc., to determine the extent of hazard to health and to make recommendations for modifications where deemed necessary. Funding for remedial work has been included in the 1978-79 executive capital budget.

Air pollution control

The bureau has prepared plans and specifications for the installation of compactors and containers; 25 compactor projects and 75 containerization projects have been readied for bidding, co-incident with the capital budget funding allocation.

Fashion Institute of Technology

The Bureau of Design serviced this $76 million project as a result of the default of the private consultant. A team of technical persons was assigned at the job site to respond to numerous field conditions requiring design and construction modifications. A

private consultant was commissioned to prepare plans, specifications and estimates required for equipment and furnishings valued at $8 million. Close coordination and liaison was required between the private consultant, contractors and school personnel to implement the design and construction stages.

Facilities Planning

Programs

The Facilities Planning section prepared and coordinated programs for approximately 100 major projects.

Architectural Barriers Program

As a result of federal legislation, citywide program was developed whereby at least a primary school and intermediate school in each community school district has been contacted and two programs have been developed for the modifications required. The 1978-79 capital budget allocates design and some construction funding for this program.

Space reallocation, consolidation and real estate

Surrender of sites

Ten school sites, no longer required, were surrendered, re-assigned or their designation rescinded. Interim use arrangements were made for three school sites required for future use.

Multi-use

As a result of the Halperin Schumer Multi-Use Act, guidelines for the multi-use of city school buildings were formulated. Five multi-use arrangements have been initiated.

Leasing

Consolidation of leases for the fiscal year 1974 resulted in a decrease from 280 leased premises to 104 leased with the resultant savings of $1.4 million.

Consolidation

Surrender or transfer of jurisdiction of 67 school buildings with approximate savings of $3.1 million was accomplished.

In-School consolidation

In-school space consolidation at 65 schools resulted in custodial cuts of 610,000 square with a savings of $172,000.

Administrative consolidation

An excess of 130 relocations was accomplished more effeciently to utilize the structures housing the central headquarters complex.

Capital budget, research

School building program

Annual capital budget requests for funds to provide required new school facilities, renovation of existing facilities, modernizations of playgrounds and athletic fields, maintenance, etc. on all school levels for 32 community school districts and centrally operated Division of High Schools and Division of Special Education. The multi-million dollar capital budget allocations have ranged from $150 million to $300 million in each fiscal year.

Bureau of Construction

Projects under construction

There are 41 projects under construction valued at over $51 million which will add 12,248 additional pupil capacity.

Projects completed

The Bureau of Construction completed 193 capital projects at a total cost of over $643.6 million. Ninety seven of these have added seats for 107,160 pupils.

Bureau of Maintenance Services

Effectiveness of maintenance program

The Bureau of Maintenance's main thrust has been to maximize the effectiveness of the maintenance program in an era of financial crisis and budget cuts. Toward this end, specific improvements have been made in these areas:

Violations — reduction of City Building Department and Fire Department violations via a special unit set up for this purpose. Violations average 368 per year.

Service Contracts — greater use of service contracts in such areas as repair of air conditioning, roofing, public address systems, intercoms, plumbing stoppages, and thermostats.

Inventory Control — reduced spending for mechanics' materials by over $1 million per year despite increased inflationary costs during this period. Progress is being made in reducing and eliminating excess mechanics' materials inventories.

Productivity of Mechanics — monitoring, control and productivity procedures which mandate closer supervision of 600 shop mechanics by supervisory personnel.

Contract Supervision — closer supervision of 4,000 contracts by inspectional personnel to insure compliance with contract requirements.

Operating Procedures — publication of revised procedure manuals to streamline operational efficiency.

Special Work Programs — these include roofing, Federal Public Works, air pollution and security, and total $33,460.

Bureau of Plant Operational

Increased cost effectiveness

Fiscal cutbacks made to balance a restricted budget have resulted in increased cost effectiveness due to decreased frequency of cleaning and manpower reductions.

Contract schools

The experimental program of custodial care by private contractors has been expanded to 28 schools. Interim evaluations indicate savings of 11 percent in operating costs.

Expansion of management controls

The bureau has taken steps to tighten both management and financial controls of custodian operations. New procedures have been established for recovering excess funds from custodians. Steps are being taken to prevent the hiring by custodians of relatives, supervisors are more closely monitoring time cards and payroll reports to control overtime and verify work schedules, forms are being developed that will enable the City Board of Education to perform more accurate and timely audits.

Briefing of Administrators

Utilizing a series of briefings, the bureau has been able to make the community school districts more aware of the rules and regulations for custodial operation. They are more knowledgeable in what can be expected from custodians.

Training program for supervisors,

A training program for custodial supervisors designed to assure that they are kept abreast of the latest techniques in heating and cleaning and are able to pass this information on to custodians.

Air pollution

Reimbursable funding

Prior to 1974, there were no reimbursable funds for air pollution controls projects located in City Board of Education buildings. In November 1972, the voters approved the Environmental Quality Bond of 1972. Since that time, this office has established eligibility for a state reimbursement of $6 million for approximately 145 oil burner upgrading installations. The first partial payment was $790,200.

Oil burners and incinerators

In 1968 there were approximately 850 incinerators in our school system which had to be brought into compliance with the appropriate air pollution laws. Most are now in legal compliance. With regard to the oil burners, 310 of approximately 500 oil burning schools are in compliance, leaving 190 schools to be handled over the next several years. Under a new program, oil burners are upgraded periodically.

Consent order

Under an October 1974 consent order, 75 percent of the system's 589 oil burners and incinerators have been brought under legal compliance with state regulations.

Energy conservation

Delamping program

Over the past three years, an extensive delamping program has been maintained.

Energy manager program

The Energy Manager Program was established in 1978 whereby the community superintendent nominates an Energy Manager at each school to monitor electrical consumption. The aim is to conserve electricity.

Solar energy

Solar energy feasibility studies are being done and a solar powered hot water heating system will be installed at the Bronx HS of Science in the fall.

Federal energy grants

Under the proposed draft of the pending National Energy Action, there will be federal funding on a 50 percent basis for energy conservation installations at schools and hospitals. Energy audit data is being gathered for this new program.

Boiler water treatment program

Under this program, research is carried on to establish general and specific causes of boiler metal failures and recommend corrective measures. This corrosion preventative program saves thousands of dollars every year.

Office of the Deputy Chancellor

The office of the deputy chancellor has been responsible for managing the Division of Business and Administration, the Division of Personnel and the Division of School Buildings. During 1977-78 the Division of School Buildings was reorganized into the building program management and building services functions.

In addition, the deputy chancellor is responsible for supervising the Bureau of Pupil Transportation, the Office of School Food Services and the Bureau of Supplies. All of the foregoing are line operations. The Office of the Deputy Chancellor has also been responsible for supervising a large number of staff units: the Office of the Auditor General, Office of Budget Operations and Review, Office of Educational Statistics, Office of Equal Employment (contract compliance), Office of Labor Relations and Collective Bargaining and the Project Management Unit.

All of these line and staff offices and bureaus provided support services to the pedagogical operations of the school system.

Bureau of Pupil Transportation

Policies and programs

Policy manual

The manual encompasses all pupil transportation policies and practices to guide principals of public and non-public schools.

Half-fare plan

Many pupils lost transportation privileges as a result of the policy change in August 1976. The implementation of the half-fare plan provided relief for parents of children who would have had to pay $1 a day per child, for transportation to and from schools.

Alternatives

An analysis was prepared to include the background of pupil transportation contracts since 1945, a survey of market conditions to identify competition for pupil transportation contracts and alternatives available for pupil transportation services in the future.

Alternatives for effecting savings

An analysis has been prepared outlining alternatives for effecting savings in pupil transportation, which would save the City Board several million dollars.

Driver training program

With the State Education Department, the Bureau of Pupil Transportation has implemented a training program for drivers in virtually all bus companies under contract. A training program for escorts was started in February 1978.

Organization and personnel

Two positions have been assigned to the Division of Special Education and Pupil Personnel Services to establish a space and transportation office. The public transit pass section has been reorganized. The same staff will now process all half-fare passes, contract bus passes, and handicapped pupil passes in addition to regular pass workload.

Operation improvement projects

A computerized pupil eligibility determination system has been established to provide tighter controls to determine pupil eligibility, compile state Transportation Aid claims, respond to recommendations of state audit reports and reduce the administrative burden on schools in determining pupil eligibility.

A committee will be established with the public transit carriers to improve handling and administration of public transit pass system.

Work has begun on a system to encourage schools to proceed against contract bus operators who are not in compliance with contractual obligations.

Audit capability has been established to investigate the issuance of passes by schools to ineligible pupils. To date, close to $300,000 has been discovered in ineligible passes. In the 1973 state audit more than $6 million in aid was disallowed because of improper reporting procedures.

Work has begun on computerization of routing and scheduling which has been done manually, up the present time.

New or improved procedures implemented

Handling and accounting for public transit passes by the schools; processing purchase orders, requisitions and vouchers; maintaining an encumbrance accounting system and procedure for forecasting expenditures; conducting field inspections of contract buses and reviewing school records for both public transit passes and contract buses; analyzing the transportation costs of consolidating schools; reporting of handicapped children for transportation; monitoring contract bus driver medicals and criminal records; awarding new contract bus business and cancelling business; assessing liquidated damages to contract bus operations for non-compliance with contractual specifications; scheduling educational trips for pupils.

Project management

Allocation formulae

In conformance with the Decentralization Law of 1969, more sophisticated formulae were developed to allocate funds among 32 community districts.

Priority budget reviews

In the spring and summer of 1976 and 1977, central headquarters divisions and offices conducted priority budget reviews (a version of zero based budgeting) which resulted in millions of dollars in savings. These funds were transferred from non-instructional areas.

School safety

A management study of the school security operations resulted in improvements in the effectiveness and efficiency of its business operations.

School food services

A management study of the breakfast and lunch programs in schools in 1976 and continuing until the present has led to reorganization of these services, improvement of management controls, the introduction of cost accounting system and better services. The Project Management Unit worked closely with the U.S. Department of Agriculture and the Office of Food Services.

Special education

Management studies and audits of business management in the Division of Special Education and Pupil Personnel Services over the last five years have led to some improvements in management controls

and to a major reorganization of that division better to serve handicapped pupils. Studies have also been conducted which for the first time determine the cost of educating different categories of handicapped pupils.

Levittown law suit

Support has been provided counsel to the City Board of Education in the State aid lawsuit (Levittown vs Nyquist). Analytic studies were conducted and presented as evidence in court. Witnesses were selected, interviewed and arrangements made for them to testify in court.

Custodial services

An in-depth management analysis of school custodian operations has led to a complete review of the custodial function and indirectly to investigations of misconduct by some custodians. A management team has helped to improve operations in the Division of School Buildings.

School profiles

This office developed the format for "School Profiles," an annual compilation of significant data about each public school.

Collective bargaining

"Negotiation Notes" prepared in 1975 were instrumental in establishing and defending the City Board's position during collective bargaining negotiations for the new 1975-1977 UFT-Board contract.

Office of the Auditor-General

Approximately three years ago, the Office of Auditor-General was reorganized under the direction of the deputy chancellor. During this time, positive contributions have been made in the following areas:

New units, such as reimbursable audit, inspector general, organization and management and professional standards review were created.

An OAG audit manual was completed, audit activities were coordinated, and an audit scheduling system was developed.

Organization

Central/reimbursable audit unit

This unit oversees monitoring, management and systems efficiency in program/operation compliance, for determination of economy, efficiency, and effectiveness; conducts fiscal and operational audits to assure the maintenance of effective control over resources, operations and contract compliance; reviews all alleged fiscal improprieties and irregularities in operations; assures adherence to legal requirements and ethical standards; represents the auditor-general before federal, state and city agencies and reviews audits of outside agencies.

Actions:

Revised contract with non-public schools providing education to handicapped children; established a contract audit unit within Division of Special Education and Pupil Personnel Services, formulated guidelines for cost reimbursement to non-public schools and established DSEPPS fiscal control over non-public schools.

Revised evaluation contracts and strengthened the control over contractors' costs. Audited several "evaluation" contractors.

Audited and investigated various entities as follows: school bus contracts resulting in saving of slightly more than $1.1-million to the City Board of Education, custodial records WYNE-TV station; audio-visual programs; homebound instruction program; review of alleged irregularities in certain school districts.

Coordinated establishment of a uniform set of financial accounts for custodial services.

Investigated and established inventory and management controls in central repair shops.

Audited school bus contractors obtaining substantial refund (and indictment): Alee Bus Company, Escort Auto Service Inc.

Audited and reviewed operations of Office of School Safety resulting in reorganization of timekeeping and personnel procedures.

Audited non-public schools for handicapped children: Adams (requested state to audit) after finding large overcharge, school subsequently closed; Brooklyn School for Special Children and Fidel Schools.

Reviewed Pace University training program.

Operational review of teacher-training program resulting in restructuring.

Management review of non-public schools ESEA Title I eligibility.

Management review of citywide "free lunch" eligibility.

Liaison with state and city comptrollers' offices regarding their audits and negotiated disallowances.

Established fiscal control in Division of Personnel public works program.

Creation of Office of Inspector General

Responsible for conducting investigations in any unit of the City Board or other individuals organizations directly connected or doing business with the public school system. This unit has handled over 370 investigations of employees and contractors. Many of these have been referred to the appropriate agency for legal action.

Creation of organization, management unit

Primarily responsible for monitoring the timely implementation of audit recommendations requiring corrective action. This is accomplished through evaluation of planned corrective actions and verifying that

they have been implemented in line with audit recommendations. Audit reports are transmitted to all affected school districts, divisions and bureaus. Report of planned corrective action is received from the audited unit. The concept that the management audit is an important tool for senior management, and whereever possible, recommendations are to be implemented, has been established.

Creation of Professional Standards Review

Primarily responsible for reviewing all audit examinations including audit working papers and audit reports conducted by the OAG. The review function as a quality control for determining that all audit examinations and reports are in accordance with OAG audit standards and procedures.

Ascertains that all audit examinations are adequately documented and all significant audit matters are considered to afford a reasonable, factual basis for the OAG's findings, conclusions, recommendations and opinions.

Conduct of audits in school districts

Accomplishments

Revision of audit report format (combined report of "personal service" and "other than personal service") and the issuance of draft reports resulting in savings of considerable audit work time through the avoidance of previously held exit conferences.

Revised audit program to include elements of performance auditing, i.e., school lunch distribution and method of accounting for lunches served, processing of payroll adjustments by school secretaries resulting in the uncovering of errors in calculation for payroll adjustments, the correction of collection of monies, which has resulted in substantial dollar savings.

The elimination of a two year backlog of uncompleted school district audits.

Issuance of manual

The Audit Manual of the Office of Auditor-General has been completed and distributed, some to New Orleans and Louisiana school districts.

Coordinator of audit activities

The OAG coordinates all audit activities. Copies of all audit reports, both draft and final, are disseminated to the audited unit and an official reaction obtained and forwarded to the appropriate audit agency.

Development of audit scheduling system

The scheduling system provides for periodic activity reports which summarize the status of audit activities and staff utilization in order to monitor the progress of audits.

Budget Operations

On-line information systems

The installation of an on-line visual tax levy information budget system, provides a daily updated, budget modification reporting system of all responsibility centers showing current authorized and pending changes in their resource allocations. This provides an immediate planning tool for future budgetary action. Budget accountability and reporting mechanism have been improved as a result of the establishment of this new information system. The same on-line budget information sub-systems for reimbursable and school district modifying action is being developed.

The recent reorganization and consolidation of all budget functions under one area of responsibility will comply with all sound management and financial budget practices as recommended by many audits and authorities. The end production of this reorganization, which consolidates tax levy and reimbursable budget functions, will be a sound cohesive and coordinated managerial budget reporting system involving all methods of funding. Budget accountability for all methods of funding now rests under one authority, facilitating access to all budget information with more direct and timely service in response to all sources requiring information. In addition to the improved financial reporting procedures resulting from this consolidation, there will be more closely coordinated action with all other financial responsibility centers. This ties in with city, state and federal authorities by providing current expenditure and budget information.

Integrated financial management systems

A new city financial plan and reporting systems required complete restructuring, reorganization and conversion of the budget format. This has been satisfactorily accomplished with modified participation in interface under the standards and guidelines established. Further improvement in this area is planned to resolve many budgetary problems including accelerated modification actions, reduction in units of appropriation from an unwieldly and complex to more understandable and manageable units of appropriation.

Budget cuts and required savings

The Office of Budget Operations and Review has complied with all legal and other mandated deadlines for submission of budgetary material in response to the city's due dates for budgetary cuts and savings under the city's financial crises. One of the methods used in accomplishing these objectives for the past two years was zero base budgeting techniques and procedures. This compliance has also satisfied the

standards and specifications of auditors from the Emergency Financial Control Board, the State Comptroller's Office of Audit and Control, the City Comptroller, the federal authorities for past and proposed loan agreements, the New York City Office of Management and Budget, and the City Council and Board of Estimate.

District budget operations

The operation of the District Budget Unit of the Office of Budget Operations and Review consists largely of four major areas: Community School District Budget Maintenance and Modification-tax-levy only; expenditure analysis; position control; and resource allocation.

Progress over the last five years for each of these areas may be described briefly, as follows:

Community School District Budget Maintenance and Modification

A manual system of maintaining school district budgets and modifications to the initial budget schedules received at the beginning of the fiscal year, has been changed to a semi-computerized system.

Changes and improvements have been made in the budget modification forms which have become source documents for the computer.

The processing of school district budget modifications and schedule changes is greatly accelerated.

The budget modification process is now closely allied with Position Control Change Notice (PCCN) control. Position status reports are used by budget analysts in evaluating budget modifications.

Closer contact and systematic exchange of information has been developed with related operations in the City Board, e.g., the Bureau of Pedagogic Payroll, Hourly Professional Payroll Unit, Administrative Payroll, etc.

There has been a consolidation in the processing of budget modifications (EM's) to city offices, (e.g., Office of Management and Budget), and greater consistency in the flow of information to the city.

Expenditure analysis and projections

A standardized set of forms and procedures has been developed for analysis of school district expenditure rates and projections of year-end fiscal condition. Using these materials, community school districts are required to submit periodic projected expenditure reports which are then compared and reconciled with comparable reports prepared by the budget analysts of the District Budget Office. These reports are used as the basis for scheduling accruals or for corrective action by school districts to ensure that they remain within budgetary appropriations.

Position control

During the past five years, the Position Control Change Notice processing procedure has been expedited by the establishment of a separate PCCN control unit.

Although the volume of PCCN's processed has increased from approximately 20,000 to more than 50,000 each year, there is better control over position changes. Combining the processing of PCCN's for community school districts, high schools and special education has eliminated duplication. All actions for a single teacher can be consolidated, regardless of budget codes.

A computerized monthly position status reporting system has been developed, enabling the comparison each month of numbers of budgeted pedagogical positions (by line) with payroll.

The time required for processing PCCN's has been diminished because direct input by computer terminal into the payroll system is now possible.

Resource allocation

The process of allocating funds from Module 5 to community school districts has been improved and accelerated.

Bureau of Supplies

The Bureau of Supplies has reduced operating costs and improved the level of service in the years 1974-78.

In conjunction with an Economic Development Council study team planned improvement projects were developed and implemented with the following results:

Reduction in operating costs

Decision to discontinue the stocking of many items where central stocking was not economically advantageous resulted in estimated savings in excess of half a million dollars in two years.

The redesigning of the Bureau of Supplies' shipping, receiving, and storage areas resulted in a sharp reduction of operating costs.

Copy preparation for the Bureau of Supplies catalogs, lists, and other materials (e.g. approved textbooks lists, audio-visual materials lists, etc.) which are published and distributed throughout the school system has been computerized with an estimated savings of approximately $50,000 per year.

Improvement on level of service

A centralized inventory control unit has been established. The in-house printing facility, used with the computer files, will reduce time for the preparation and distribution of catalogs and lists (e.g., textbook list, library book list, etc.)

A centralized customer inquiry section receives, investigates, and responds to questions from all offices of the school system regarding purchasing procedures, status of requisitions, etc.

A cut-off date has been instituted for stock supply ordering and delivery concurrent with the "fill or cancel" procedure which frees funds for re-utilization.

A controlled "work bank" procedure for the scheduling and controlling of the picking/packaging/shipping functions performed in the warehouse provides maximum productivity and utilization of personnel.

Office of Educational Statistics and Metropolitan Educational Laboratory

Reorganization of educational data activities

During 1974, staff from the office of the deputy chancellor conducted an intensive study of educational statistics organizations and processes at central headquarters. Findings of the study confirmed the need for a comprehensive and responsive educational data capability. In January 1975, the City Board of Education adopted a reorganization plan for incorporating the Bureau of Educational Program Research and Statistics, and data units in the Office of Educational Facilities Planning and the Bureau of School Financial Aid into a single Office of Educational Statistics (OES) to be responsible for the collection, processing and dissemination of school-based educational data involving pupil testing.

Reduction of the data collection burden

Successive cuts in the city school budget created a significant reduction in the number of school personnel assigned to pupil accounting and record keeping which resulted in an increased burden upon school staff to meet the mandatory data requirements of the city, state and federal governments. Duplication of effort in the production of mandatory data reports was reduced with computerized turnaround requiring minimal updating each year.

Production of "School Profiles"

Since 1975, OES has produced the annual "School Profiles" publication to provide a detailed statistical overview — physical facility, pupil and staff, achievement, and cost data — on each of the 1,000 elementary, middle, special education and high schools in the city school system.

Metropolitan Educational Laboratory

To meet the need for timely and accurate data on instructional activities, objectives, test scores and pupil performance, and other pupil information requirements, the Metropolitan Educational Laboratory was established in December 1977 as a new organization reporting to the chancellor. The laboratory will develop and implement a new administrative-instructional pupil information system, and will provide in-service training, technical support, and research and development in educational computer applications, instructional management and career information to schools and school districts in New York City and the New York metropolitan region.

Office of Equal Opportunity

Skilled craftsmen

During the past five years and up to the halt of major school construction work, there was a steady increase of minority group workers as skilled craftsmen in the building program. From less than 10 percent in 1969, minority participation grew to 19 percent by December 1971; and to 28 percent by December 1974. Currently, the total number of construction workers on school sites have been drastically reduced, but ethnic data submitted by prime contractors indicates that the reduced work forces still include approximately 30 percent to 40 percent minority group workers.

On-the-job training

As a learning experience for the minority group youth of this city, participation in the citywide on-the-job training program was unique. This program was also eventually sharply curtailed by the citywide slowdown in construction. However, reports received from the Board of Urban Affairs of the New York Building and Construction Industry indicates that approximately 250 minority trainees received at least part of their training on school construction sites during the past four years. In addition, approximately 225 minority apprentices also received on-the-job training on school construction sites.

Minority business enterprises

As a result of the current federal Public Works Program-Phase II, approximately 70 minority owned firms will receive subcontracts totaling from $3 million to $5 million dollars to perform work on public school sites throughout the city.

Prime contractors

Although new construction has been curtailed, the maintenance of school facilities continues. In 1977, the work forces of 165 prime contractors were monitored by this office. Each contractor held a contract for at least $25,000.

Non-construction contractors

The slowdown in construction enabled this office to devote more time to the monitoring of non-construction contracts. During the last five years the Equal Employment Opportunity rules and regulations regarding non-construction contractors were completely revised. In 1977 the work forces of approximately 143 firms expecting non-construction supply contracts were monitored. The contracts amounted to more than $35.8 million.

Programs of affirmative action

Before signing a resolution for award of contract, the director must be convinced that each prospective contractor is in compliance with the policy of equal employment opportunity. In 1977 approximately 400 programs of affirmative action or compliance inspection reports were received and evaluated by this office. During this same period approximately 55 programs of affirmative action were rejected. Numerable programs required revisions before being accepted.

APPENDIX

Reports, Studies, Publications emanating from Division of Community School District Affairs

Chancellors Annual Report: Highlights of Community School District Programs, 1973-74, 1974-75, 1975-76, 1977-78; Learning in New York (newsletter); Ed/Options supplement to Learning in New York; Facts & Figures, 1973-74, 1974-75, 1975-76, 1977-78; Headquarters Telephone Directory; Press Clippings (daily); What's Your School PRQ?; Television-Radio Bulletin; Educational Redlining, Irvng Anker; Teachers Help Older Children Help Younger Children (folder on Junior Volunteers); Rules and Regulations Governing Grievances Against Community School Boards (English and Spanish); Chancellor's Action Center folder; So You Want to be a Community School Board Member (folder); Freedom of Information Law, 1978; For Kids Who Don't Know the Answer (folder for School Volunteers); What is the Consent Decree Program? (English and Spanish); Mark Twain Junior HS for the Gifted and Talented (folder); Special Education (folder in English, Spanish, French, Italian); Pupil Suspension (folder in English, Spanish, French, Italian, Chinese); Parent Associations and the Schools (policy statement in English and Spanish); Department of Health Education & Welfare, Privacy Rights of Parents and Students; There's A Lot That's Right About New York City Schools (folder); Your Child's Right to an Education (folder for Special Education); New York City Community School District System, Decentralization Law; High School Zoning, Brooklyn; High School Zoning, Bronx; High School Zoning, Manhattan; High School Zoning, Queens; Directory of Community Superintendents; Annual Citywide Feeder.

Pattern Report; Annual Ethnic Distribution and School Utilization Summary Sheets by School, Level, District Borough and Citywide; Year by Year Historical Ethnic Distribution and School Utilization by School, 1957 to Present; Free-Choice Open Enrollment, and all High School Open Admissions and Choice of Admissions Assignment Summaries by Program and Year; Special Reports and Studies (e.g.; White-Isolated Schools Report, Schools in Ethnic Transitions, School Block Count Studies, etc.); Directory of Adult Education in New York City (annual); Guidance in the Elementary Schools; Translations of the Directory of the Public High Schools into Chinese, French, Greek Italian and Spanish; Patterns for High School Guidance; Resources in City Public Schools: Counselor Handbook; Directory of Guidance Personnel (annual); Counselor Guide to Occupational Education; Helping Students in Career Development; Impact Models for Guidance Service; BEVG Memorandum (Monthly newsletter); Career Guidance Newsletter (bi-monthly); Counselor Guidebook; Report on the Effects of the Loss of Counseling Services Upon the Schools (1975); Promotional Policies (compilation of good school district practices); Citywide Umbrella Programs Summaries and Classified Data, State Urban Education Programs (Quality Incentive Programs) May 1973; Annual Directory of Nonpublic Schools, School Division City of New York; Exchange Newsletter 1973-1978; Steps to Working Advisory Council Guidelines for Monitoring Reimbursable Programs Summaries and Classified Data, State Urban Educational Programs (Community Education Centers) 1973-74; Summaries and Selected Data, State Urban Education Programs (Quality Incentive Programs) 1973-74 Special State and Federal Programs (annual); Compendium of ESEA Title I Programs (annual); Public and Nonpublic School Participation in ESEA Title I After-School Programs (annual); Public and Nonpublic School Pupil Participation and Dollar Value of Such Participation in ESEA Title I Central and Decentralized Programs for Summer (annual); Legislative Reports 1975-77; Information Center for Proposal Development, a Project Manual 1976-77; Special State and Federal Source of Funding for Proposal Development 1977: A Project Manual, 1977-78, Information Center for Proposal Development; NYC School-Based Substance Abuse Prevention and Intervention Programs 1971-78; Addresses by Chancellor to Congress on Assorted Topics 1973-78.

Reports, Studies, Publications emanating from Division of Business and Administration

Standard Operating Procedures Manual for Community School Districts; Teacher Payroll Secretary Video Training Tapes; District Business Managers Audio Training Tapes.

Reports, Studies, Publications emanating from the High School Division

Focus on Crisis Prevention; Rights and Responsibilities of High School Students; High Points; Towards the 21st Century; The Community as School; Humanization and Involvement: The Small Unit Approach; Matematica Comercial; General Science Curriculum (Spanish); Student Curriculum Development Program; Conference Reports-Office of Student Affairs; Draft of New Diploma Requirements; High School Memorandum #75-1977, Attendance Procedures; High School Memorandum #51-1976, Effective Human Relations; Status Report on High School Standing Committees 1976-77; High School Memorandum #4-1974, Procedures for Superintendents' Suspense; High School Memorandum #11-1975, Principals' Suspense Procedures; New Procedures for Ordering Tax Levy Supplies and Materials; Comparative Analysis 1977-78; High School Memorandum #67-1977, Guidelines for Reducing Chances of Excessive Class Size; Guidelines for Use of Student Activities Funds; Report on the High School/College Collaborative Programs at Lehman College; HS Division Self-Evaluation, Implementation of Title IX; Response to State Education Department Evaluation of Practical Nursing Schools; HS Division, Gifted and Talented Program; ESEA Title VII Application for Bilingual Program, Effective Transition of Bilingual Student from Lower School to Senior High Schools; Interim Report, February 28, 1978, Effective Transition of the Bilingual Student from the Lower Schools to the Senior High Schools, ESEA Title VII.

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Reports, Studies, Publications emanating from the Division of Special Education and Pupil Personnel Services

Comprehensive Plan for Secondary School Handicapped Pupils; Task Force Report on Special Education; Directory of Non-Public Schools for Handicapped Children; Counselor's Handbook of Resources in Special Education and Pupil Personnel Services; Proposed Reorganization of the Division of Special Education and Pupil Personnel Services; Directory of Services for Handicapped Children; Child Find Activities in New York City; Physical Activities for Handicapped Pupils; Vocational Education for the Mentally Retarded; Mainstreaming-A Manual for Regular Education Personnel; Educating the Brain Injured Child; Industrial Arts Activities for Handicapped Pupils; My Right to Be (film); Who Am I? (filmstrip); An Educational Program for the Multiple Handicapped (film); Evaluation and Placement of Handicapped Children in New York City (filmstrip).

Reports, Studies, Publications emanating from the Office of the Deputy Chancellor

Information Systems Planning: Phase 1, Internal Note No. 4, October 1974; Information Systems Plan: Customization Phase, Internal Note No. 5, October 1974; Information Systems Planning: Phase II, December 1975; New York City Board of Education Five Year Plan for Systems Development, January 1976; Computerized Budget Reporting System, February 1976; Responsibility Center Budget Process, March 1976; Comparative Analysis: New York City Integrated Financial Management System-Board of Education Financial Information Control System, March 1976; The 1973-1974 Allocation Formulae: A n Analysis, Policy Paper No. 1, May 1, 1974; The 1974-1975 Allocation Formulae, Policy Paper No. 2, June 27, 1974; Impact of Projected Average Salary and Projected Register on the 1974-Allocation Formula, Internal Note No. 1, August 6, 1974; Special Needs Allocation 1974-1975 and 1973-1974: A Comparison, Internal Note No. 2, August 22, 1974; 1975-1976 Allocation Formulae, Policy Paper No. 3, June 27, 1975; The Impact of the 1975-1977 UFT-Board of Education Contract on Class Size, Maximum Pupil-Teacher Ratios and the 1975-1976 Allocation Formulae, Policy Paper No. 4, September 19, 1975; Resource Allocation in a Decentralized School System: The 1976-1977 Allocation Formulae, Policy Paper No. 5, June 30, 1976; Documentation for the Teacher Population Projection Model, July 1975; The New York City Pension Systems, Negotiation Note No. 1, August 4, 1975; Salary, Pension, Fringe Benefit, and Workload Comparison for Teachers in Selected School Districts, Negotiation Note No. 2, August 11, 1975; Teacher Salary Increases in the New York City School District 1969-1975, Negotiation Note No. 3, August 12, 1975; Fringe Benefit Study Long Island, New York, 1974-1975, Negotiation Note No. 5, August 14, 1975; Fact Sheet I, Negotiation Note No. 4, August 14, 1975; Fact Sheet I, Negotiation Note No. 5, August 15, 1975; Contract Analysis for Westchester and Putnam Counties 1974-1975, Negotiation Note No. 6, August 15, 1975; Cost and Distribution of Personnel Represented by the United Federation of Teachers, Negotiation Note No. 7, August 19, 1975; Consumer Price Indices and Cost of Living Adjustment, Negotiation Note No. 8, August 26, 1975; Board of Education Special Budget Briefing for New York City Legislators — Volume 1: Summary, Volume 2: Detailed Analysis, October 1975; Bureau of School Lunches Finance Division Operations Review, February 1975; Office of School Safety Operations Improvement Project — Volume 1: Analysis of Operations and Organization, Volume 2: Manual of Fiscal Procedures, October 1975; Strengthening Business Management in the Business Management in the Division of Special Education and Pupil Personnel Services, Management Paper No. 1, November 1975; Revision of Procedures for the Education of Handicapped Children in Non-Public Schools Under Sections 4404 (2) B, 4403 and 4407, February 1976; Allocation Formula for Custodial Services, April 1976; Priority Budget Review: 1976-1977 Executive Budget, June 1976; Adult Education: A Survival Plan, Management Paper No. 2 September 1976; Custodial Expenditures Review Project (in progress); School Lunch Program Review Project (in progress); Pupil Transportation Improvement Project (in progress); Seniority and Layoffs: A Review of Recent Court Decisions and Their Possible Impact on the New York City Public School System; Working Note No. 1 in a Series: Assuring Equal Employment Opportunities in the City School District of New York, November 1975; Legal Issues in the Classification of Handicapped Children in New York City, Special Report No. 1 in a Series: Assuring Equal Educational Opportunity for Handicapped Children in New York City, September 1976; The Cost of Educating Handicapped Pupils in New York City, Special Report No. 2 in a Series: Assuring Equal Educational Opportunity for Handicapped Children in New York City, September 1976; Description of the New York Educational Information System: Pupil Personnel Subsystem, Internal Note No. 3, November 1974; Restructuring the Collection, Processing, and Dissemination of Educational Data: An Action Plan for Change, Internal Note No. 6, December 1974; Community School Profiles: 1973-1974, April 1975; Annual Pupil Ethnic Census on October 31, 1974, September 1975; ESEA Title I Target Schools: 1976-1977 School Year, March 1976; Ethnic Composition of Professional Staff: 1970-1971 to 1974-1975, Statistical Memorandum No. 1, April 1976; Community and High School Profiles: 1974-1975, July 1976; Annual Pupil Ethnic Census on October 31, 1975, Statistical Memorandum No. 2, September 1976; An Analysis and Critique of the 1974-1975 New York State Educaton Aid Formula, Working Note No. 3, April 4, 1975; An Analysis and Critique of the Governor's Proposals for Changing the 1976-1977 State Education Aid Formula and Their Impact on New York City's Public Schools, Working Note No. 4, March 1976; The Impact on New York City's Public Schools of the 1976-1977 State Education Aid Formula Amendments, Working Note No. 5, April 1976; An Analysis and Critique of the Comptroller's Report, A Survey of School System Characteristics in 22 United States Cities, September 1977; and A Functional Analysis of the 1977-1978 New York City Board of Education Budget, October 1977.

Board of Education

City of New York

PART II

1976-1977
ANNUAL REPORTS
OF
COMMUNITY SCHOOL DISTRICTS

Summaries of program highlights

Submitted to the Chancellor and
to the City Board of Education

Division of Community School District Affairs

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BOARD OF EDUCATION
OF THE
CITY SCHOOL DISTRICT OF THE CITY OF NEW YORK

1976-1977	1977-1978
ROBERT J. CHRISTEN *President*	STEPHEN R. AIELLO *President*
STEPHEN R. AIELLO *Vice-president*	JOSEPH G. BARKAN *Vice-president*
AMELIA H. ASHE	AMELIA H. ASHE
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ISAIAH E. ROBINSON	ISAIAH E. ROBINSON

IRVING ANKER
Chancellor

BERNARD R. GIFFORD
Deputy Chancellor

DIVISION OF SCHOOL DISTRICT AFFAIRS

Alfredo Mathew, Jr.
Executive Director

Message from the President of the City Board of Education

This summary of the annual reports of community school districts during 1976-1977 tells a heartening story. Despite the fiscal crisis which gripped the City, our community school districts again demonstrated how much has been achieved as a result of decentralization.

As we all know, there are problems, in our schools but there is also much to make us proud. As the first member of a community school board to have served as a member of the City Board, I am especially pleased to have this opportunity to salute all of those whose contributions are catalogued here.

Robert J. Christen

A message from the Executive Director, Community School District Affairs

Once again, the Division of Community School District Affairs is proud to have been the facilitator in the compilation, publication and distribution of the Annual Report summary going to those who made it possible—the community school districts.

As in the past two years, curtailment of fiscal resources necessitated an in-house production. For the hours of collating, typing, editing and arranging, bouquets go to the CSDA staff, particularly to Shirley Genn and Ray Clott.

We are pleased to be able to disseminate and share with you the excitement of the districts' educational programs, in the hope that this procedure will prove genuinely helpful to you in the formulation of future plans. This is in keeping with Community School District Affairs' priority aim to be of service to the community school districts.

We request and appreciate your continued interest and cooperation, and welcome your comments and contributions.

Alfredo Mathew, Jr.

Board of Education

City of New York

1976-1977

ANNUAL REPORTS

OF

COMMUNITY SCHOOL DISTRICTS

Summaries of program highlights

Submitted to the Chancellor and
to the City Board of Education

Division of Community School District Affairs

14

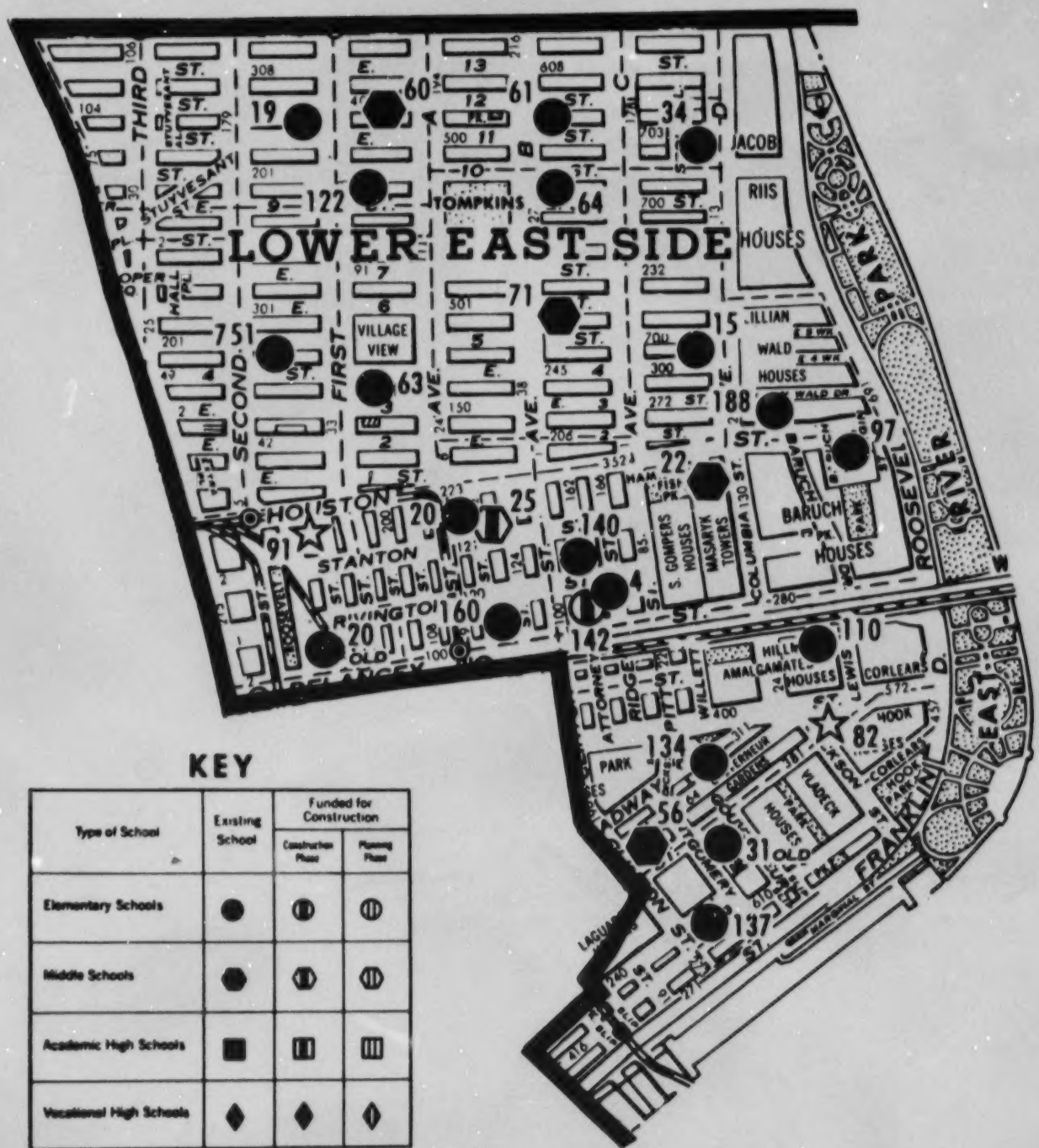
INTRODUCTION

The 1976-1977 Annual Report is a summary of the accomplishment of the thirty-two school districts in New York City. This represents the seventh year of decentralization of the school system.

The report is based on material provided by each of the districts, and the aim has been to summarize, rather than evaluate. The format is the same as that of the original 1972-1973 Annual Report. Because of the emphasis on brevity, an attempt was made to focus on the highlights as emphasized in the documents provided by the school districts. Where programs are not mentioned in this summary it should not be concluded that such programs did not exist in the districts. Space limitations may have prevented their mention or the districts may have stressed some areas at the expense of others.

The organization of these summaries is as follows: Improvement in Basic Skills, Parent and Community Participation, Staff Development, Health and Safety, Pupil Personnel Services, and Innovation and Experimentation.

COMMUNITY SCHOOL DISTRICT 1



KEY

Type of School	Existing School	Funded for Construction	
		Construction Phase	Planning Phase
Elementary Schools	●	◍	◍
Middle Schools	⬢	◍	◍
Academic High Schools	■	▥	▥
Vocational High Schools	◆	◆	◆

☆ School for Socially and Emotionally Maladjusted Children

Ⓐ Ⓑ etc. Early Childhood Centers

Ⓟ Future School site authorized not yet funded for construction

⊗ School building used for administrative purposes

◎ School surrendered by Board of Education

EFF New York City Educational Construction Fund Project

UDC New York State Urban Development Corporation Project

DISTRICT 1
BOROUGH OF MANHATTAN

IMPROVEMENT IN BASIC SKILLS

Program: Reading

The Comprehensive Reading Program provided each target pupil (some 3376 pupils in grades 1-9) with multi-sensory learning approaches tailored to make each pupil a more effective reader. This program stressed a diagnostic-prescriptive approach with focus on comprehension as well as word attack. Pupils' reading scores were raised, and the Comprehensive Reading Program's effectiveness this year was enhanced due to the reduction in the pupil-teacher ratios.

Pupils with Special Educational Needs (P.S.E.N.) is a remedially, supplementary, compensatory program in the areas of reading and mathematics. It serviced some 1747 pupils in reading, and some 1309 pupils in mathematics in grades ranging from K through 9. It operated on a "pull-out" basis providing small group and individualized instruction to the target pupils who were 1.5 years or more below grade level in reading and/or math.

Program: Mathematics

Using a diagnostic-prescriptive approach, Strengthening Math is a highly individualized, teacher-directed mathematics program designed to increase not only the computational skills but also the conceptual understandings, and problem-solving abilities of over a thousand pupils in grades 3 - 6 who, at the beginning of 1976-1977, were one or more years retarded in mathematics.

Program: Science

Our science program designed to develop skills in the use of science materials and to improve skills and knowledge in science was organized around instructional science materials and equipment available in each school. "The proof of the pudding" of our program was reflected in the distinction and honors earned by some of our students in science; for example, three of our Junior High School students from J-60 were winners this year in the SEER (Student Exhibition Energy Resource) Exhibit held in June at the New York Hilton. In addition, four other students from the same school displayed their projects in this SEER Exhibit as well as three students from another of our Junior High Schools, J-56.

Program: Bilingual Education and Cultural Heritage

This year, a new Title I program, "Bilingual Methodology Component, E.S.L.", was introduced in order to give additional and supportive services to Second Language needs for pupils newly-arrived from other than English-speaking environments; for pupils deficient in language development skills so that they can succeed in the "mainstream" of education; for pupils with the ability to benefit from supplementary E.S.L. methodology in addition to development of regular language arts skills.

The post and pre-tests (LAB-Language Assessment Battery) used in the program emphasized more of the English component of bilingual education. The results of the post-tests administered in the Spring of '77 showed that over 50% of the pupils (who were designated as being deficient in the Second Language (English) when they entered the program were now considered able to enter the "mainstream" of education. Even those pupils in the kindergarten age group receiving supplementary Title E.S.L. services showed a marked improvement in second language skills and abilities.

Program: Early Childhood

The year 1976-1977 was a good, effective year for the Pre-Kindergarten Program (ages 3 and 4 years) because our program not only emphasized parental involvement in the children's learning process (covering some 205 children in some four schools) and the health and social services provided these pupils and their parents, but it also focused on staff functioning as a coordinated team. Job functions were delineated at staff meetings but the entire focus was on staff members meeting the needs of the children and on

increasing their understanding of how children grow and learn.

Program: Art, Library, Music

In the absence of a district art coordinator, we experimented this year and assigned two of our talented art teachers, one elementary and one junior high school, to "look after" and "coordinate" our art programs. This year our art programs were active and, more importantly, productively successful in that our children won prizes and distinctions in poster, contests, i.e., "Be Kind to Animals Week", the Board of Education's City-Wide Industrial Arts Exhibition, etc.

A series of mini-course sessions on library organization and administration was given during the monthly meetings of librarians to which parental volunteers were invited.

Our school libraries continued in the celebration of National Library Week, Children's Book Week, and School Library Media Day in April.

Despite limited budgets, our music programs continue to be a most important part of District One's curriculum. Ten out of fourteen of our elementary schools have ongoing string instrumental groups and the other four groups have active band groups. Two of our junior high schools present an annual concert at which myriads of parents, graduates, and the public enjoy performances by the school orchestras and choruses.

PARENT AND COMMUNITY PARTICIPATION

Our eight vacation day camp centers and two evening community centers during the weeks of July 18th to August 18th were open continuously and serviced some 1200 children and 500 teenagers. In the eight vacation day care centers from 10 A.M. to 4:00 P.M. each day, and in the two evening community centers from 6:30 to 9:30 P.M. each evening, children and young adults engaged in useful and productive activities such as arts and crafts, music, dancing (ballet, modern and folk), singing, sports, swimming, carnivals, puppetry, tournaments, storytelling, ceramics, sewing, macrame, print shop, and other special events as well as kindergarten trips. Parent participation is a very significant emphasis and focus of the Early Childhood Program. Pupil and parent councils assist in this program.

As a highly successful component of the Youth Leadership Project, our parent workshop seminars serviced over 600 parents in our district. These seminars treated such topics as pre-adolescent and adolescent development, health care, first-aid in the home, legal services, nutrition, childhood diseases, and consumer education. Also under the auspices of the Youth Leadership Project, a special workshop called "English As A Second Language For Parents" was instituted. A handicraft exhibit was the culminating event for the Youth Leadership Project parent workshop seminars.

STAFF DEVELOPMENT

Teacher training workshops were on-going in the district; these encompass monthly meetings with the Reading Teachers and Reading Coordinator, Librarians and Library Supervisor, Guidance Counselors and Guidance Coordinator, P.S.E.N. Reading and Math Teachers and the P.S.E.N. Director. Additionally, weekly meetings with paraprofessionals at the school sites are integrated with monthly workshops at the district level. Teacher and paraprofessional training in the Early Childhood area was continuously emphasized. The in-service courses, after school hours, were conducted by our District One supervisors and teachers.

HEALTH AND SAFETY

Among the highlights of 1976-1977 was the coordination of a visual and auditory screening program for elementary school pupils as well as a program for our ninth grade junior high school students whereby they received complete physical examinations.

Our instructional swimming program for elementary school boys and girls still rates very high on the popularity poll of our physical education activities.

Overall, our Health and Physical Education Programs here in District One were in compliance with the Title IX Amendment.

COMMUNITY SCHOOL DISTRICT NO. 1

DESCRIPTION OF DISTRICT

Community School District One is located on Mahnattan's Lower East Side. Its boundaries run from 14th Street south to the Manhattan Bridge between 4th Avenue and the East River. It includes one of the city's most diverse concentrations of public school schildren. We are geographically the smallest school district in Manhattan and had approximately 13,500 children in our 14 elementary schools and four junior high schools. The Lower East Side continues to serve as a port of entry for immigrants to this country, and our schools have a concentration of children of Hispanic & Chinese background.

COMMUNITY SCHOOL BOARD MEMBERS 1976-77

Charles Bayor
Theresa Bussichio
Elizabeth Colon
Carmello Diaz
Jerome Goodman
Richard L. Price
Adolph Roher
Martin Rubin
Janice Wong
Dr. Martin Schiff, Exec. Asst.

OFFICE OF THE COMMUNITY SUPERINTENDENT

Leonard Lurie	Community Superintendent
Gilbert Millstein	Personnel Director
Kathleen J. Gilligan	Special Asst., Supt's. Office

SUPPORTIVE SERVICE PROGRAMS

(District-wide reimbursable and other special programs)

Carmen E. Aponte, Dir. Sp. Ed. Needs
Leon Bevans, Coord. Title I Sp. Bilingual
Beatrice Brennan, Director, NYS Experimental, Pre-K
Goldie Brown, Coordinator, Comprehensive Reading
Jack Diamond, Supv. of Math
Irving Gerber, Dir. Funded Programs
Kathleen J. Gilligan, Supv. of School Library Services
Sirat Golden, Coord., Title I Chinese Bilingual
Gertrude Sofer, Coord. Guidance Services
Stanley Goldstein, Coord., Breakfast and Lunch Programs
Dr. Leonard Golubchick, Director Youth Leadership Proj. & Health Services
Leslie Lewis, Supv. of Attendance
Marion Thorman, Coordinator of Music

SCHOOLS AND PRINCIPALS

P.S. 15	Leonard Greher	P.S. 134	Philip Thau
P.S. 19	Martin Shapiro	P.S. 137	Stanley Metzger
P.S. 20	Minnie Brainin	P.S. 140	Sam Margolis
P.S. 34	Paul Flaumenhaft	P.S. 142	Anthony Bilbao
P.S. 61	Betty Machol	P.S. 188	Alan Starsky
P.S. 63	Lydia de Gonzalez	JHS 22	Jack Levine
P.S. 64	Stanley Goldstein	JHS 56	Bernard Mecklowitz
P.S. 97	Louise Buzzi	JHS 60	Jacob Moultrie
P.S. 110	Alex Tare	JHS 71	Frank Marciano

COMMUNITY SCHOOL DISTRICT 2

KEY

Type of School	Existing School	Funded for Construction	
		Construction Phase	Planning Phase
Elementary Schools	●	◐	◐
Middle Schools	⬢	◐	◐
Academic High Schools	■	◧	◧
Vocational High Schools	♦	♦	◈

☆ School for Socially and Emotionally Maladjusted Children

Ⓐ Ⓑ etc. Early Childhood Centers

Ⓟ Future School (site authorized, not yet funded for construction)

Ⓧ School building used for administrative purposes

Ⓞ School surrendered by Board of Education

ECF New York City Educational Construction Fund Project

UDC New York State Urban Development Corporation Project

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DISTRICT 2
BOROUGH OF MANHATTAN

IMPROVEMENT IN BASIC SKILLS

This year's innovative focus has been upon integrative approaches and the development of Reading Through the Arts programs, Early Diagnosis of Learning Disabilities, and Intensive Guidance Support in Reading. Significant first year gains have been noted in the pilots but, as previously noted, the effects of budget cuts appear to have halted such gain.

EXPANDED BILINGUAL ACTIVITIES

This year the district has integrated the mandated "Aspira Decree" elements with its on-going Bilingual Programs in Chinese and Spanish. The principal aims of our Bilingual Program are: (1) the learning of English which will enable the child to function in our English-speaking society; and, (2) the maintenance and development and appreciation of the child's native language and culture.

BREAKFAST PROGRAM

District 2 administers and supervises its own decentralized Breakfast Program. Once again, the District 2 Breakfast Program was the largest feeding program in New York City as well as in New York State. Approximately 8,600 pupils eat breakfast in school each day.

CAREER EDUCATION

Emphasis has been on staff training in the development and implementation of classroom career education programs in the elementary and junior high school.

CLINTON SCHOOL

An alternative "school without walls" for junior high schools offering learning experiences jointly developed and implemented by the school and local corporations, cultural, recreational, and health agencies and organizations.

DRUG PROGRAMS

Three after-school components designed to prevent drug involvement intervene to reverse either involvement or strong involvement, and parent and student workshops and counseling.

A fourth component, a full-time alternate school program, provides intensive assistance for junior high school students suspected of possible involvement with drug substances.

HEALTH EDUCATION

Instruction on nutrition, mental health, disease prevention and control and environmental safety.

LENOX HILL SCHOOL CAMPING PROGRAM

Budgetary constraints precluded tax-levy funding. However, the district prevailed upon the Central Board to include the program - on a reduced basis - in a Central Umbrella Program. A living together, working together experience which enables fifth graders, their teachers and educational assistants to continue their environmental education studies in a four-day sequence at the Lenox Hill Camp in Connecticut.

NON-PUBLIC SCHOOL PROGRAM

The components of this program provide services to help the staff meet the needs of individual pupils, bilingual remedial resources, and a group of trained paraprofessionals to assist in individual and small group instruction.

OPEN CORRIDOR

Program development and staff training in the individualization of instruction and the expanded role of the child's initiative in shaping his informal classroom experience through the Open Corridor approach.

OPTIONAL ASSIGNMENT

A diagnostic-remediation reading and mathematics program with bilingual support as needed.

P-3-M

An alternative elementary school offering an arts-in-education curriculum.

PRE-KINDERGARTEN PROGRAM

The development of insights, attitudes and skills to help the pre-school child and parent from a disadvantaged area to participate fully in the on-going elementary curriculum.

READING THROUGH THE ARTS

Use of the Arts as a vehicle for integrating the various subject areas with emphasis on the reading aspects.

STRENGTHENING MATHEMATICS ACTIVITIES

Individual and small group assistance for elementary and junior high students using both programmed and manipulative materials in a classroom or laboratory context. In addition, district-wide implementation of metric programs.

STRENGTHENING READING ACTIVITIES

Combines individual and small group remedial assistance with early detection of learning disabilities, diagnostic-prescriptive, reading laboratory, and guidance team resources.

MAINTAINING GEOGRAPHIC AND PROGRAMMATIC INTEGRITY

At the outset of the 1976-1977 school year, we reaffirmed our objective of implementing a broad range of district-wide activities which bring together parents, community groups, and school personnel to define common purposes. While the many groups and neighborhoods of our district often project a wide range of views on a wide range of issues, it is clear that almost all, as a broad denominator, believe in furthering the educational opportunities for our children. This was reflected further in the unified action of the district's parent groups in militating for passage of the Stavisky-Goodman legislation. We believe that our district's activities and successes contributed significantly to these outcomes.

DESCRIPTION OF DISTRICT

Community School District 2 is situated in the lower half of Manhattan and encompasses Battery Park, Chelsea, Chinatown, Clinton, East Midtown, East Village, Governor's Island, Gramercy Park, Greenwich Village, "Little Italy", Liberty Island, Roosevelt Island, Stuyvesant Town, and Yorkville.

District 2 is responsible for the educational program of over 21,000 pupils in Pre-Kindergarten through ninth grade, housed in twenty-eight school buildings and five annexes and minischools within the district.

In the 1976-77 school year, sixteen of the twenty-eight district schools qualified for special federal aid based upon poverty levels.

The district's complement of staff includes approximately 885 teachers, 127 paraprofessionals, 87 school aides, 12 school guards, 50 supervisors, 48 secretaries, 13 guidance personnel, and 5 attendance teachers.

The district encompasses a broad spectrum of ethnicity and diverse socio-economic groups. Housing ranges from minimal accommodations to some of the newest, most comfortable in our city.

COMMUNITY SCHOOL DISTRICT NO. 2

COMMUNITY SCHOOL BOARD MEMBERS 1976-77

Charlotte Bowden
Justin J. Finger
Neal J. Fink
Patricia Flynn
Gail L. Gans
Catherine McGlynn
Vincent A. Resta
Dorothy Ryan
Leonard Sydelman

OFFICE OF THE COMMUNITY SUPERINTENDENT

Dr. Barbara M. Weldon	Community Superintendent
Mr. Robert Soslau	Deputy Com. Supt./Administration
Dr. Madeline Richardson	Deputy Com. Supt./Supervision
Mr. Meyer Smoller	Executive Assistant
Mr. Gordon Gauthier	Special Assistant
Mr. Marvin Millman	District Business Officer

REIMBURSABLE PROGRAMS

Mr. Robert J. Mendillo	Director of Reimbursable Programs
Dr. Alan Cohen	Supervisor of Health
Ms. Zelma West	Director of Drug Program

REIMBURSABLE COORDINATORS

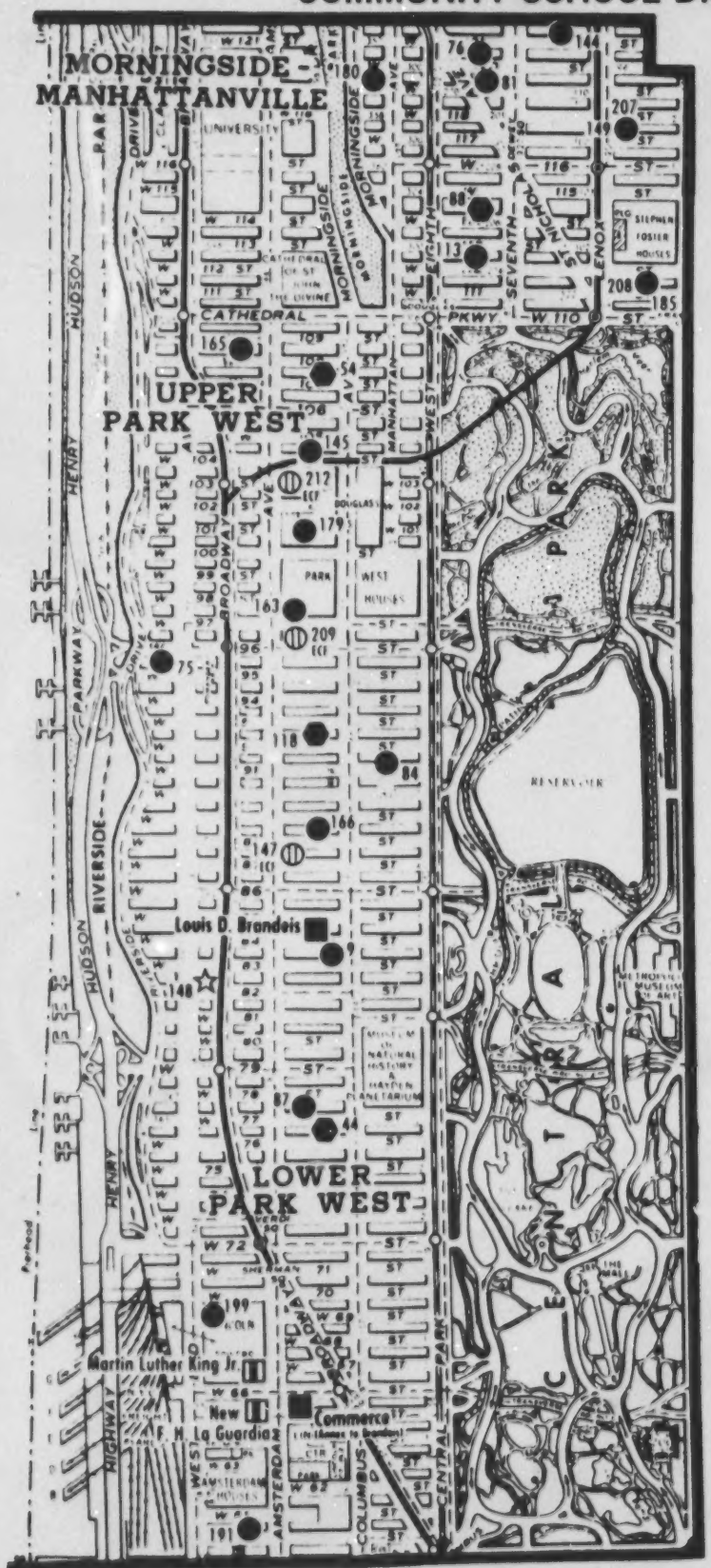
Mrs. Anne Melnick	Pre-Kindergarten, Early Childhood Coord.
Mrs. Rose Rapoport	Coordinator of Guidance Services
Mrs. Sophie Sussman	Coordinator of Mathematics
Ms. Nina Wayne	Coordinator of Reading Through The Arts Prog.
Ms. Blossom Gelertner	Coordinator of Open Classrooms

SCHOOLS AND PRINCIPALS

P.S. 1	Mr. Harry Milner	P.S. 116	Mr. Martin Brodsky
P.S. 2	Mr. Solomon Zeichner		Ms. Lois Sundack*
P.S. 3	Mr. John Melser	P.S. 126	Mr. Jack Klein
P.S. 6	Ms. Mary C. Tighe	P.S. 130	Mr. Richard Kramer
P.S. 11	Mr. Theodore Kremsky*	P.S. 151	Mr. Dan DeBono
P.S. 23	Mr. Samuel Cooper	P.S. 158	Ms. Marcia Levinson*
P.S. 26	Mr. Harold Braunstein	P.S. 183	Mr. Lloyd Torres*
P.S. 33	Mr. Harold Levine	P.S. 190	Ms. Rosemarie Lucarelli
P.S. 40	Ms. Lorraine Shepard	P.S. 198	Mr. Edmund Fried*
P.S. 41	Mr. Tadashi Tsufura	JHS 17	Mr. George Miller
P.S. 42	Mr. Anthony Barry	JHS 65	Mr. Frank D'Amico
P.S. 51	Mr. Harry Apicos*	I.S. 70	Ms. Blanche Schwartz
P.S. 59	Mr. William Aberbach	JHS 104	Mr. Harold Grill
P.S. 111	Dr. Jerome Green	JHS 167	Ms. Bernice Frankenthaler
		PS/IS 217	Ms. Charlotte Schiff

*Interim Acting

COMMUNITY SCHOOL DISTRICT 3



KEY

Type of School	Existing School	Funded for Construction	
		Construction Phase	Planning Phase
Elementary Schools	●	◍	◍
Middle Schools	⬢	◍	◍
Academic High Schools	■	▥	▥
Vocational High Schools	◆	◆	◆

☆ School for Severely and Emotionally Maladjusted Children

Ⓐ Ⓑ etc Early Childhood Centers

Ⓟ Future School site authorized not yet funded for construction

Ⓧ School building used for administrative purposes

Ⓞ School surrendered by Board of Education

ECF New York City Educational Construction Fund Project

UDC New York State Urban Development Corporation Project

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DISTRICT 3
BOROUGH OF MANHATTAN

IMPROVEMENT IN BASIC SKILLS

Program: Bilingual Education and Cultural Heritage

The district's Bilingual Program is a K-9 grade program involving thirteen (13) elementary schools, two (2) junior high schools and one (1) intermediate school. The program is primarily funded with district tax levy monies and is supplemented with Title I, Title VII and ESAA funds. The program is composed of Spanish/English and French/English classes. Major emphasis has been placed on the training of teachers and paraprofessionals both at the district and college levels. The Bilingual Resource Center plays a major role in the training of teachers and houses all forms of curriculum materials. Emphasis also has been placed on obtaining greater parental involvement, and on implementing an Adult Education Program which provides classes in the areas of: English as a Second Language; Math, and Reading in preparation for the English or Spanish High School Equivalency Examination.

Program: Early Childhood

The Early Childhood Programs in the District's 19 elementary school provide flexible and creative learning environments that stimulate and foster the intellectual development of young children. Experiences geared to a wide range of abilities and interests are planned to accomodate individual differences. The support and guidance of teachers and parents give the children opportunities and encouragement towards developing social responsibility, a positive self-image, independence and autonomy.

The organizational patterns of the Early Childhood Programs include: Pre-kindergarten Programs for three (3) and four (4) year olds, District-Wide All-Day Kindergarten classes, Follow Through Program-Interdependent Learning Model, Bilingual Programs in Spanish and French, The Open Classroom and Family or Vertical Grouped Classes.

Program: Reading Clinic

In each of the District's 19 elementary, 2 junior high, and 2 intermediate schools, a reading clinic team made up of a teacher with a graduate specialty in reading and a trained paraprofessional assistant do a clinical study on children with a history of persistent inability to learn the reading process. The clinical study involves interdisciplinary collaboration between the district and various hospitals and special service agencies, i.e., Harlem Hospital Speech and Hearing Center, Metropolitan Hospital Pediatrics Clinic, Metropolitan Hospital Child Psychiatry Clinic, the State University Optometric Center, and the Alfred Adler Mental Hygiene Clinic.

Each child undergoing case study is thoroughly screened for defects in hearing, vision, physical and mental health by the clinic team and consulting psychologists. Complete examinations are provided by collaborating agencies where necessary and results of the total study are compiled into a comprehensive report that guides the clinician in planning a course of instruction directed to meeting the individual student's special needs. This service is provided for both monolingual and bilingual students.

A major component of the program is an ongoing staff development plan providing weekly training sessions for the clinic teams by consulting specialists in the various disciplines. This is to assure continued professional growth for both the teacher/clinician and their paraprofessional assistant.

Program: Fundamental Mathematics

This program provides seven (7) teachers and seven (7) paraprofessionals at P.S. 76, 113, 144, 180, 185, 208 and 149/207 to work with ninety (90) pupils at each site in remedial mathematics activities. Basic skills and concepts are emphasized through knowledge of fundamental mathematics laws, and through such techniques as renaming numbers, alternative problem solutions, and discovery.

HEALTH AND SAFETY

Program: Drug Abuse Education and Prevention

Drug prevention personnel operate in 20 of the 23 schools in the district. Under the New York State Funded Programs each elementary school is assigned an Instructor-Addiction, while the junior high schools and intermediate schools have a team consisting of a Drug Education Specialist, one Instructor-Addiction and one Neighborhood Worker. The program is designed to recognize causes and develop new attitudes and alternatives to drug abuse.

PUPIL PERSONNEL SERVICES

Program: Guidance

Community School District 3's Pupil Personnel Services Committee provides the conduit within its organizational structure, whose primary function is to expedite services to all children within our District.

Guidance, which represents the major thrust of the Committee's efforts, is geared towards meeting the developmental needs of all children, with particular emphasis being placed upon the demonstrated needs of the atypical student.

District 3's Pupil Personnel Services Committee, with guidance component, effectively coordinates the plethora of services to the students and parents of our school district.

INNOVATION AND EXPERIMENTATION

The District's innovative and experimental programs include: Open Classroom; New York State Pre-kindergarten Program; Follow Through Program; Out-of-School Project Achieve Reading Program; Bilingual Mini-Schools; ESAA Pilot and Basic Reading Program.

The Learning Center developed out of on-going experience and cooperation between Fordham University and the district. Workshops for after-school hours, demonstration of a variety of curriculum materials, and a Center staff available during the day for individual consultation has led to an interchange of ideas and a place where teachers and interns can learn from and influence, each other.

The Media Center trains teachers in the use of audio-visual materials, the use of video as a training device for self-awareness, and as a children's video production center.

Program: Out-of-School Component of Reading

Out-of-School Component of Reading is an educational program of District 3 which provides a continuing educational environment for students who have history of non-adjustment as evidenced by an unstatisfactory academic adjustment in the regular school environment. The program operates out of three out-of-school sites, and is designed to improve the reading ability of those referred students in Grades 6-9. The process of referral is initiated at the "home" school by the school guidance counselor and the principal. Parental permission for transfer into Out-of-School Component of Reading is required. The instruction is heavily individualized and carried on in small groups. In addition to the Teacher and Educational Assistant assigned to each class, the program provides paraprofessional support, such as, the family workers, a part-time social work consultant, and a part-time psychologist consultant who supplements the instructional aspects of the program.

STAFF DEVELOPMENT

The Learning Center houses a resource room of materials in reading, math, science, social studies, and the arts. Materials may be borrowed for classroom use. There is a professional library.

During school hours the Learning Center staff gives on-site workshops for teachers, apprentice teachers, and parents. The staff is also available for follow-up and planning sessions.

The Learning Center II operates at P.S. 191 and is open to classes from the district who visit once a week with their teachers to work on an integrative mathematics, reading, art, and social studies project "Manhattan in Miniature".

The Center publishes a yearly report, a monthly calendar of events and a listing of available curriculum material.

COMMUNITY SCHOOL DISTRICT NO. 3

DESCRIPTION OF DISTRICT

Manhattan's District 3 is a multilingual and multicultural community, consisting of a variety of ethnic and economic groups. Small pockets of prosperity are interwoven in a blanket of poverty.

The geographic boundaries of the district extend from West 59th Street to West 110th Street, along the west side of Manhattan and from West 110th to West 124th Street in South Central Harlem.

There are 19 elementary schools, 2 intermediate schools and 2 junior high schools in District 3. All of these schools are Title I eligible.

The district administers an extensive educational program under various funding sources.

The district's full complement of staff numbers over 1,444 members. This number includes 467 paraprofessionals, 110 school aides, 936 teachers, 24 supervisors and 7 guidance counselors. The official ethnic composition of pupil population as of October 1976 is as follows: 49.4% Black; .03% American Indian; 1.98% Oriental; 21.39% Puerto Rican; 14.27% Other Spanish Surnamed; 12.92% Other.

COMMUNITY SCHOOL BOARD MEMBERS 1976-77

Hector M. Aponte, Chairman
Alfred W. Charles
Lenore Engle
Jerry Evans (from 12/76)
Barbara V. Levy
Deborah Meier
Ruth Messinger
Diane Morales
Charles Burton
Ruby Kitchen (from 1-77)
Terry-Linda Hodge, Exec. Asst. (from 1-77)

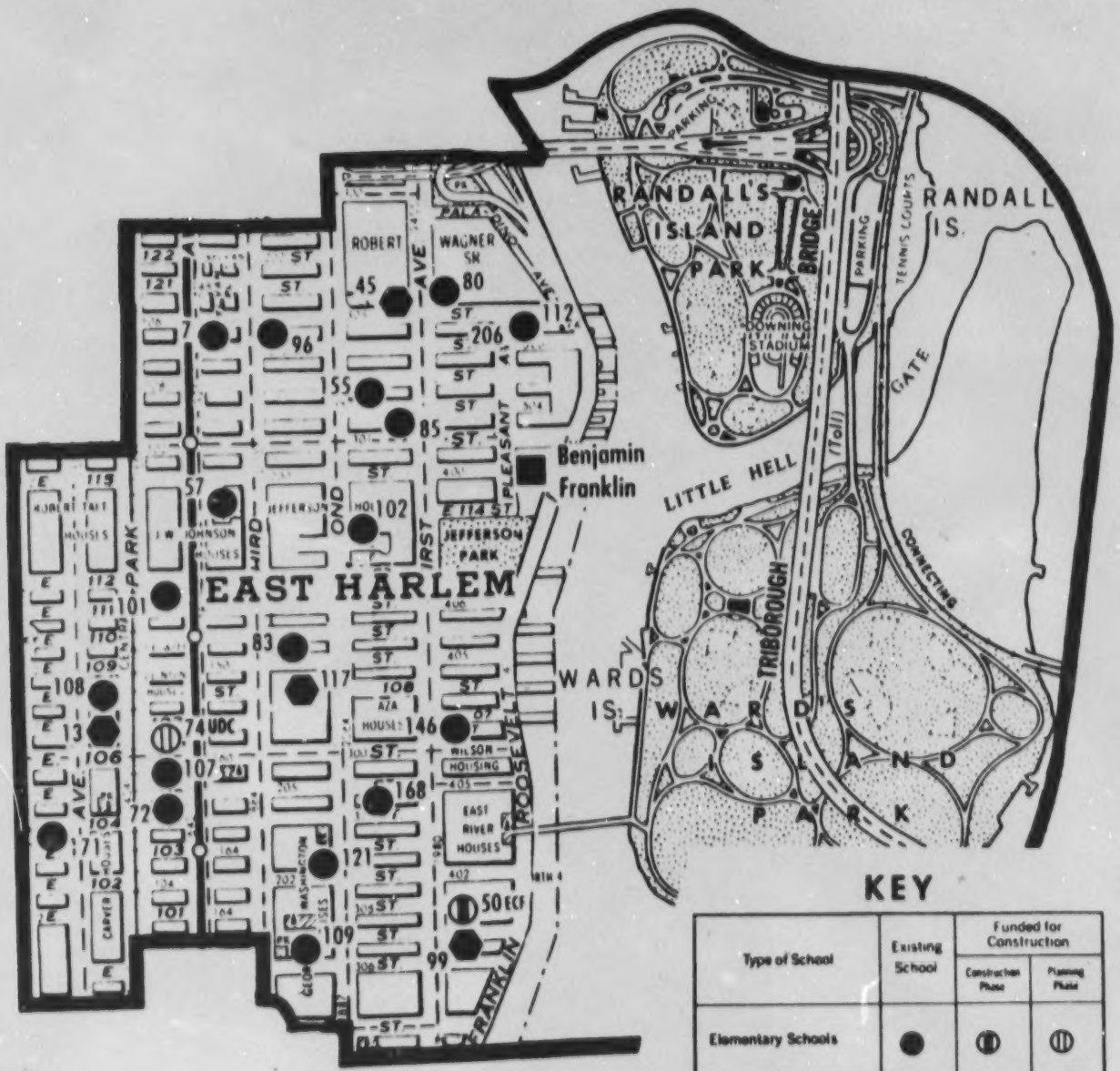
OFFICE OF COMMUNITY SUPERINTENDENT

Clinton Howze, Jr., Community Superintendent
Jack Berberian, Deputy Superintendent
Albertha S. Toppins, Executive Assistant
Charles Blitz, Business Manager
Tessa Harvey, Dir. of Funded Programs
Richard Holland, Reading Clinic Coordinator
Sara Latten, Narcotics Ed. Coordinator
Norman Nurse, N.Y.S. Exp. Pre-K Coordinator
Corine Pettey, Adm., Out-of-School Component
George Sanchez, Bilingual Director
Samuel Wilkins, Supervisor of Guidance
Kathryn Workman, Director of Personnel

SCHOOLS AND PRINCIPALS

P.S. 9	Abraham Goldman
I.S. 44	Walter Edge
JHS 54	Jules Linden
P.S. 75	Luis Mercado
P.S. 76	Hobart Cope
P.S. 84	Sidney Morison (Act.)
P.S. 87	Arthur Block
I.S. 88	Elfreda Wright
P.S. 113	Elease Jackson
JHS 118	Murray Schlesinger (Act.)
P.S. 144	Bernice Johnson
P.S. 145	William Saunders
P.S. 149	William Kerlew
P.S. 163	Estelle Seittelman
P.S. 165	Samuel Cutler
P.S. 166	Gloria Johnson
P.S. 179	Cyril Wallace
P.S. 180	Max Weinstein
P.S. 185	Catherine Nelson
P.S. 191	Stanley Becker
P.S. 199	Howard Irvin
P.S. 207	William Kerlew
P.S. 208	Reginald Walton

COMMUNITY SCHOOL DISTRICT 4



KEY

Type of School	Existing School	Funded for Construction	
		Construction Phase	Planning Phase
Elementary Schools	●	◐	◍
Middle Schools	⬢	◐	◍
Academic High Schools	■	◧	▥
Vocational High Schools	◆	◆	◈

☆ School for Socially and Emotionally Maladjusted Children

Ⓐ Ⓑ, etc. Early Childhood Centers

Ⓕ Future School site authorized, not yet funded for construction

Ⓧ School building used for administrative purposes

Ⓞ School surrendered by Board of Education

ECF New York City Educational Construction Fund Project

UDC New York State Urban Development Corporation Project

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DISTRICT 4
BOROUGH OF MANHATTAN

Community School District #4 is located in Manhattan's East Harlem. It extends South to North from East 97th Street to East 124th Street and East to West from the East River to Fifth Avenue.

The District has twenty schools: four Junior High Schools, sixteen Elementary Schools, approximately 15,000 students. The ethnic distribution of students is 60.8% Hispanic-Americans, Blacks 35% and Orientals 0.3%, Others 3.4%. All schools in District #4 are Title I schools.

Bilingual Learning Centers have been developed in ten schools: two Junior High Schools and eight Elementary Schools. These Centers were started to provide a completely articulated Bilingual Program for those students who were selected on the basis of need or choice and now also services those students identified through the Langauage Assessment Battery.

The Hi-Intensity Reading Program is the basic supplementary Reading Program in grades two through nine. It includes a management system which facilitates the diagnosis of each child's individual needs and a prescription manual which identifies those materials that are specifically coded to teach each of the diagnosed skills the student needs to learn. Before the program was implemented, pre-service training was provided for teachers and supervisors and is continued throughout the year.

Classes for the Gifted and Talented have been established in six Elementary and two Junior High Schools and have a student population of approximately one-thousand. Selection for these classes is based on teacher nomination, parent and principal recommendations, a committee screening process and city-wide standardized test score requirements.

The Open-City Project funded through E.S.A.A. Title VII, serves 700 target students in six District Elementary Schools, grades Kindergarten through three. The program's aim is to upgrade academic and language skills through trips and exposure to New York's Cultural Institutions based on a well-planned specialized classroom curriculum.

The District has developed a Mathematics Resource Center located in P.S. 50. The Center serves as a resource to all teachers by providing ongoing in-service training and courses and workshops for students and parents.

The New York State Experimental Pre-Kindergarten Program is located in five Elementary Schools and serves approximately two-hundred fifty, three and four year-old children.

The District Office of Pupil Personnel Services developed a Saturday Enrichment Program to prepare eighth and ninth grade students for the entrance examinations given by the specialized high schools. Over three-hundred students participated in the program. Sixty-seven students were accepted into the Science High Schools and twelve into the La Guardia School of Music, Art and Performing Arts.

The District has established eleven Alternative Educational Programs on all grade levels to provide for the various and individual needs of students and to give parents options in their children's education. These Alternative Programs have been developed around the concepts of the Performing Arts, Career Education, Language Arts, Bilingual Education, Specialized Training in the Arts, Science and Open Education.

COMMUNITY SCHOOL DISTRICT NO. 4

COMMUNITY SCHOOL BOARD MEMBERS 1976-77

Robert Rodriquez	Tonio Burgos
Margarita Gonzalez	William W. Henry
Charles E. Lucas	Robert Laguna
Robert O. Acevedo	Alicia Rodriquez
Alquimides Arroya	

OFFICE OF THE COMMUNITY SUPERINTENDENT

Anthony J. Alvarado, Community Superintendent
Barbara A. Barry, Deputy Superintendent of Curriculum
Robert Sancho, Deputy Superintendent for Community Affairs
Shirley Walker, Deputy Superintendent for Management

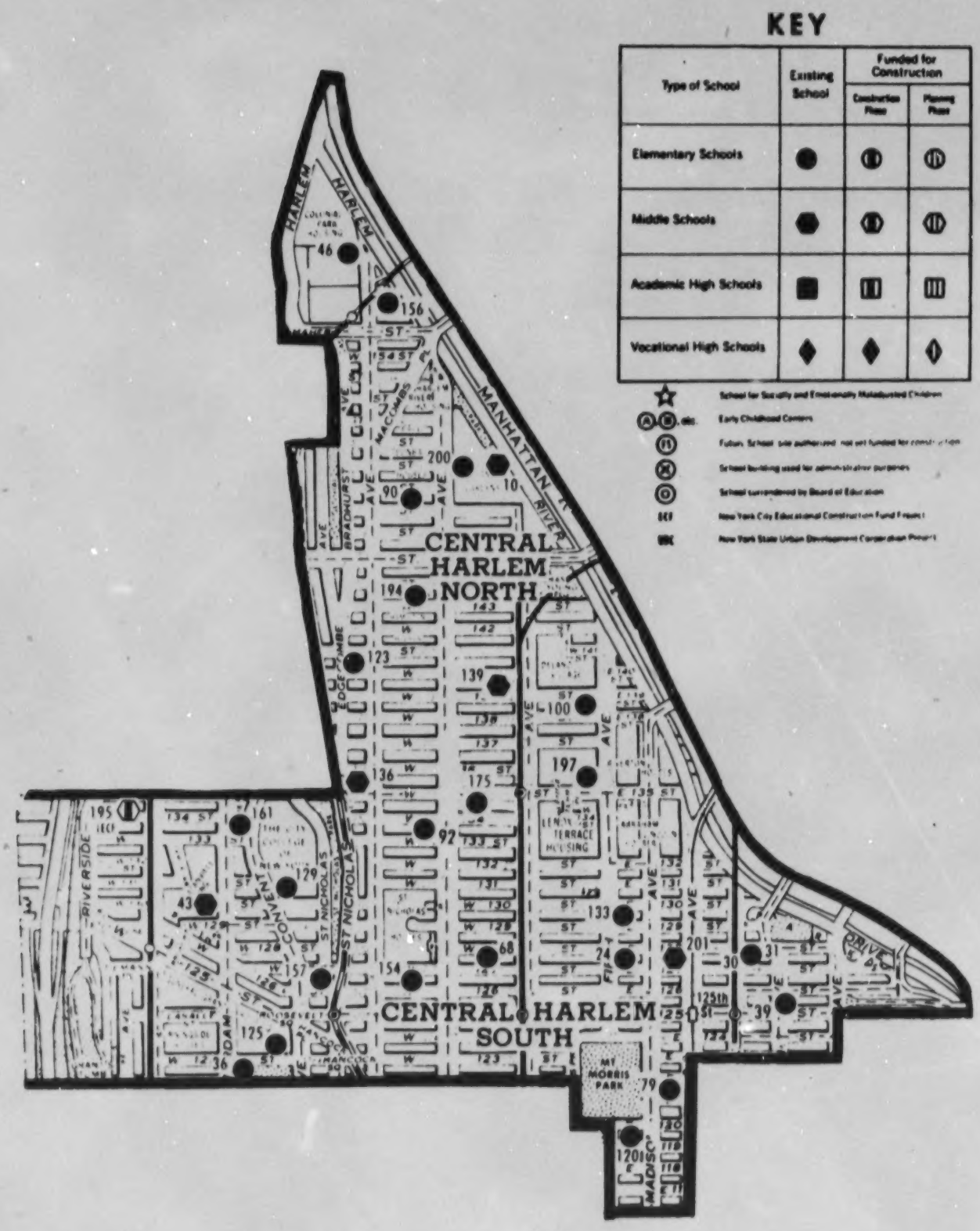
DISTRICT PROFESSIONAL STAFF

Loyda Alfalla	Director of Reading
Terry Baker	Coord. of Performing Arts
Bonnie Brownstein	Coord. of Science
Bernard Diamond	Director of Management & Bus. Affairs
Otilio Diaz	Director of Community Education
Louise M. Gemake	Director of Mathematics
Virginia Giddings	Supervisor - Pupil Personnel Services
Carlos Medina	Director of Funded Programs
Bessie Kavakos	Coord. of Personnel
Norma Mingo	Supv. of Pre-Kindergarten
Delores Nazario	Supv. of Bilingual Teachers
Awilda Orta	Director of Bilingual Education
Bertie Stanley	District Business Manager
Antonia Vega	Coord. of Guidance
Carol Vericker	Asst. Coord. - Title I
James White	Supervisor of Drug & Health Education

SCHOOLS AND PRINCIPALS

P.S. 7	Edward Rodriquez
P.S. 50	Sidney Schwager
P.S. 57	Wynolia Pulliam
P.S. 72	Marcelino Rodriquez
P.S. 83	Joseph Pacheco
P.S. 96	Lawrence Paley
	Joseph Mitchell
P.S.101	Philip Strell, Frederick Hellman
P.S.102	Miquel Colondres
P.S.108	David Cutie
P.S.109	Marvin Galina
P.S.112	Diana Fennessey
P.S.121	Gustavo Torres
P.S.146	Vernella D'Arbeau
P.S.155	Lavinia Mancuso
P.S.171	Lorraine Mann
P.S.206	Juana Dainis
JHS 13	David Bluford
JHS 45	Isidore Bernstein
JHS 99	Awilda Orta
I.S.117	Douglas Fraser

COMMUNITY SCHOOL DISTRICT 5



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DISTRICT 5
BOROUGH OF MANHATTAN

IMPROVEMENT IN BASIC SKILLS

Program: Reading

The major focus of the reading program is the individualization of instruction. Reading laboratories containing a multiplicity of materials are utilized extensively to diagnose and correct specific problems.

Program: Mathematics

Diagnostic tests are administered to pupils in order to determine their strengths and weaknesses. Individual prescriptions are given to meet each child's needs.

Program: Science

The relationship of man to his environment is highlighted through the study of ecology. Science is integrated with other curriculum areas by utilizing trips, science fairs and other activities.

Program: Bilingual Education - Cultural Heritage

An appreciation of the cultural heritage of the District's multi-ethnic population is emphasized in the Bilingual and Cultural Heritage programs.

Black and Puerto Rican studies are incorporated in the Social Studies curriculum. English as a Second Language is taught to students who have little fluency and/or poor command of the English language. The District encourages mastery of the Spanish language by all of its employees. Instruction in English and Spanish is offered to students in several of the schools.

HEALTH AND SAFETY

Program: Health and Physical Education

All schools in the District administer hearing and vision tests to students. The schools are constantly striving to achieve better articulation with the Department of Health in order to improve services to children.

Through team activities pupils are helped to develop an attitude of cooperation and to learn to respect the rights of others.

Program: Drug Abuse and Prevention

Our in-school Drug Abuse program provides addiction instructors in drug prevention and intervention. In addition, referral services for drug users and abusers are provided.

STAFF DEVELOPMENT

Many of our teachers are enrolled in advanced courses in colleges and universities. On-the-job training is provided for professionals and paraprofessionals. Several of our paraprofessionals who have completed 60 college credits are continuing further education on the college level.

PARENT AND COMMUNITY PARTICIPATION

Involvement of parents and community is a high priority in our District. We encourage parent and community participation in workshops, grade conferences, parent associations, special District events and on advisory committees.

Program: Library, Music and Art

All areas of the curriculum are integrated by the extensive use of audio-visual materials/equipment, books, etc.

In several of our schools children receive instruction in vocal and instrumental music. Students' art work is displayed in exhibits and art shows throughout the District during the school year.

COMMUNITY SCHOOL DISTRICT NO. 5

COMMUNITY SCHOOL BOARD #5 TRUSTEES

Mrs. Wynola Glenn, President
Rev. Herbert F. Skeete, Vice President
Mr. James Harris, Treasurer
Ms. Aleida Santana, Secretary
Mr. Courtney Brown, Member

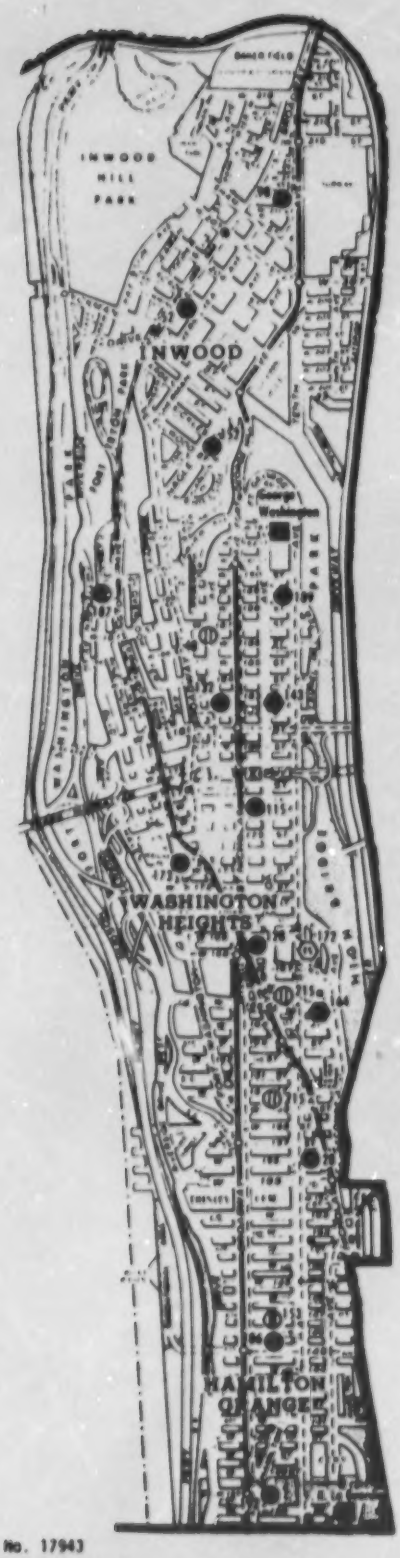
OFFICE OF THE COMMUNITY SUPERINTENDENT

Mrs. Ann Mersereau, Chief District Administrator
Mr. Ernest Jackson, Teacher-in-Charge
Dr. Ashton Higgins, Deputy Superintendent

Schools and Principals

P.S. 30/31	Ralph Edwards
P.S. 36	Edna Gordon
P.S. 46	Edythe Ford
P.S. 79	Gloria Depiante
P.S. 92	Reginald F. Knox
P.S. 123	Archibald D. Jones
P.S. 125	Jay W. Sanford
P.S. 129	Ella P. Jackson
P.S. 133	Edward Jackson
P.S. 154	Carrie Simpson
P.S. 156	Hubert Lechner
P.S. 161	Jack Wertheimer
P.S. 175	Jewell C. Welsh
P.S. 194	Russell Cunningham
P.S. 197	Ernest Goodwin
P.S. 200	Joseph Sellers
I.S. 10	Lionel McMurren
JHS 43	Allen Lewis
I.S. 136	Francis Grant
I.S. 195	Samuel F. Williams
I.S. 201	Bertrand Brown

COMMUNITY SCHOOL DISTRICT 6



KEY

Type of School	Existing School	Funded for Construction	
		Construction Phase	Planning Phase
Elementary Schools	●	◐	◍
Middle Schools	⬢	◧	◫
Academic High Schools	■	◨	▥
Vocational High Schools	◆	◆	◈

☆ School for Socially and Emotionally Handicapped Children

△ ○ □ etc. Early Childhood Centers

(P) Future School (site authorized - not yet funded for construction)

⊗ School Building used for administrative purposes

◎ School surrendered by Board of Education

SCF New York City Educational Construction Fund Project

UDC New York State Urban Development Corporation Property

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DISTRICT 6
BOROUGH OF MANHATTAN

IMPROVEMENT IN BASIC SKILLS

Program: Reading

The district's schools use a Reading Instruction Management System to determine pupil strengths, weaknesses and progress. A variety of teacher-made individualized and group reading materials are used to implement the sequential reading program.

Program: Mathematics

Commercial and teacher-made materials are used. Performance objectives are set, diagnostic tests administered and individual and small group instruction are given. The Math Lab is used extensively by pupils.

Program: Bilingual and Bicultural Education

Reading instruction is an integral part of the Bilingual Program. The goal was to increase reading skills and all language arts areas in Spanish and English. The effectiveness of the program in junior high schools is visible because numbers of pupils improve sufficiently for placement in mainstream English classes. Implementation of the Consent Decree Program approximates 100%.

Program: Arts in General Education

District 6 leads in Arts in General Education. Artists and poets and dancers are in residence every year, and special attention is given to the gifted and talented pupils.

DESCRIPTION OF DISTRICT

District 6 is located in the northernmost region of Manhattan, New York City. It encompasses the areas of Inwood and Washington Heights. The District's boundaries extend from 135th Street on the south side to the Harlem River on the north side. It covers the area west of St. Nicholas Avenue.

District 6 is responsible for the educational program of approximately 18,500 pupils in grades kindergarten through nine, housed in 14 school buildings and 4 mini-schools.

All but one of the schools in the District qualify as Title I eligible.

The District's full complement of staff includes approximately 850 teachers, 250 paraprofessional, 160 school aides, 18 school and CETA guards, 57 supervisors, 45 secretaries and 17 guidance personnel.

The District is a diverse socio-economic and multi-ethnic community with a predominant Hispanic population. The official ethnic composition of the pupil population is 20% Black, 70% Hispanic, and Other 10%.

COMMUNITY SCHOOL DISTRICT NO. 6

COMMUNITY SCHOOL BOARD MEMBERS 1976-77

Luis Rivera	Isabel Navarro
Rev. Robert Ritchie	Thomas W. Marino
Gwendolyne Crenshaw	Ernst Lilienstein
Hadassah Hersh	Rabbi Abraham Pinter

Prof. Leonard Strauss

OFFICE OF THE COMMUNITY SUPERINTENDENT

Dr. Paul Treatman — Community Superintendent

SCHOOLS AND PRINCIPALS

P.S. 28	Gilbert Musinger
P.S. 98	Mark Shapiro
P.S. 115	Abraham Gross
P.S. 128	Norman Miller
P.S. 132	Morris Finkelstein
P.S. 152	Stanley V. Kaplan
P.S. 173	Herbert Coleman
P.S. 187	Richard Darwick
P.S. 189	Solomon Derewetsky
P.S. 192	Alejandro Rodriques
JHS 52	Domenick Massaria
JHS 143	Selma Lawrence
JHS 164	Donald Tippitt

COMMUNITY SCHOOL DISTRICT 7

KEY

Type of School	Existing School	Funded for Construction	
		Construction Phase	Planning Phase
Elementary Schools	●	◍	◍
Middle Schools	⬢	◍	◍
Academic High Schools	■	▥	▥
Vocational High Schools	◆	◆	◈

☆ School for Socially and Emotionally Maladjusted Children

Ⓐ Ⓑ etc. Early Childhood Centers

(FS) Future School site authorized not yet funded for construction

Ⓧ School building used for administrative purposes

Ⓞ School surrendered by Board of Education

ECF New York City Educational Construction Fund Project

UDC New York State Urban Development Corporation Project

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DISTRICT 7
BOROUGH OF BRONX

IMPROVEMENT IN BASIC SKILLS

Program: Reading

The district's ongoing Reading Improvement Effort has established a variety of components to help children achieve maximum growth. A Staff Development program is designed to enable Assistant Principals to train teachers in diagnostic-prescriptive approaches and classroom management systems. The Diagnostic-Prescriptive Learning Program provides direct services to children in a reading laboratory setting and also has a teacher-training component which is coordinated with the Staff Development program. Other reading programs include Youth Tutoring Youth, Reading Through Black and Puerto Rican Literature, Reading Through the Arts and Reading and E.S.L. components in Early Childhood Education.

Program: Mathematics

The Diagnostic-Prescriptive Math Labs and Math Resource Centers service grades 2-9. The programs provide an opportunity for pupils to explore materials and relationships, to satisfy curiosity, to develop and to practice skills, and to develop general competency in mathematics.

Program: Bilingual/Bicultural Education

Implementation of Bilingual/Bicultural Education Programs to meet the varied needs of Hispanic population is a major goal. In addition to fulfilling the requirements of the ASPIRA Consent Decree we have established an ongoing maintenance program as reflected in our Bilingual/Bicultural Elementary and Intermediate Schools (P.S. 25 and I.S. 184). Most elementary schools have bilingual/bicultural classes in each grade. There has been extensive teacher training and development of curriculum materials in the various components that make up the total district program. One of the highlights has been the introduction, in our district, of a Spanish Spelling Bee which, because of its huge success, has now become a city-wide activity.

NORTHEAST CENTER FOR CURRICULUM DEVELOPMENT

Intermediate Bilingual School 184 houses the unit which develops and creates curriculum material in Greek, Italian, Russian and Spanish. The Center disseminates this material nationwide. It has also developed an oral language ability scale which is being field-tested.

HEALTH AND SAFETY

Program: Drug Abuse Prevention and Education

The major objectives of the Drug Abuse Prevention Program are to educate students, parents, teachers and community residents towards the dangers of drug abuse.

Through an educational program of prevention and intervention implemented by school-based personnel, the school-community is sensitized towards developing positive attitudes and understanding regarding drug abuse.

PUPIL PERSONNEL SERVICES

The severe budget cuts have caused a drastic reduction in the guidance services provided to children and parents. While our intermediate and junior high schools have one counselor, the elementary schools receive part-time service. The concept of working in teams (monolingual and bilingual) enabled counselors to reach our families more effectively. The district provides for the variety of talents and needs of our pupils through Special Education Programs which include classes for Intellectually Gifted Children.

CREATIVE ARTS

The district has encouraged the growth of programs in the creative and fine arts. Our Reading Through the Arts Program provides opportunities for intermediate school children to gain experiences in an integrated program which combines music, art, drama, dance and fine arts.

The district Creative Arts Fair, held at P.S. 156, provided a vehicle for children and parents to exhibit their talents in all areas of creative arts including dramatics and creative writing. The Creative Arts Journal won first prize in the Columbia Scholastic Press Association's 54th Annual Elementary School Magazine Contest.

INNOVATION

Program: Cooperative Nursery School

The second year of the Cooperative Nursery School Program succeeded in achieving its objectives. Four-year olds are engaged in a program geared to stimulate communication and expression, and enable children to adapt to a school environment. The strong parental involvement component requires parents to assist in the classroom and attend workshops related to child development.

UPGRADING BASIC SKILLS THROUGH ENVIRONMENTAL EDUCATION

This unique approach to the study of environmental education funded by Title I enabled 1,350 children and their classroom teachers to be at a sleep-in camp for five (5) days. Environmental and camping specialists assisted the teachers in the implementation of activities which correlated reading, math, and language arts skills with environmental studies. The program design provides for pre- and post-camping activities in the classroom.

PARENTAL INVOLVEMENT

The Parents Advisory Council from each school and the district-wide PAC met at least twice a month to help plan, implement, and evaluate Title I programs.

DESCRIPTION OF DISTRICT

District 7 is situated in the Southeastern region of the Bronx, and encompasses the Concourse and Mott Haven Areas. Its boundaries extend from 135th Street to 161st Street from the East River to the Harlem River.

District 7 is responsible for the education of over 19,200 pupils in grades kindergarten through nine. There are 17 elementary schools, 6 intermediate schools, 1 junior high school including an elementary and an intermediate bilingual school. In addition, there is an Early Childhood Center which houses a pre-school program, as well as kindergarten and first grade classes.

All of the schools in the District are eligible for special Federal aid based on poverty levels.

The District's full complement of pedagogical staff includes approximately 989 teachers, 310 paraprofessionals, 149 school aides, 15 school guards, 64 supervisors, 45 secretaries and 16 guidance personnel.

The district is a diverse socio-economic and multi-ethnic community.

The housing conditions include recently built modern apartment complexes as well as dilapidated and burned out buildings in blighted areas. Despite this, there is an energetic, positive and hopeful outlook on the part of the school community and its residents.

COMMUNITY SCHOOL BOARD MEMBERS 1976-77

Carmen Arroyo	President
Theresa M. Otero	Vice-President
Harriette Godley	Treasurer
Otilio Diaz	Secretary
John R. Bond, Jr.	Member
Carmen Maldonado	Member
Paul Mejias	Member
Carmen M. Rivera	Member
Jose A. Soto	Member

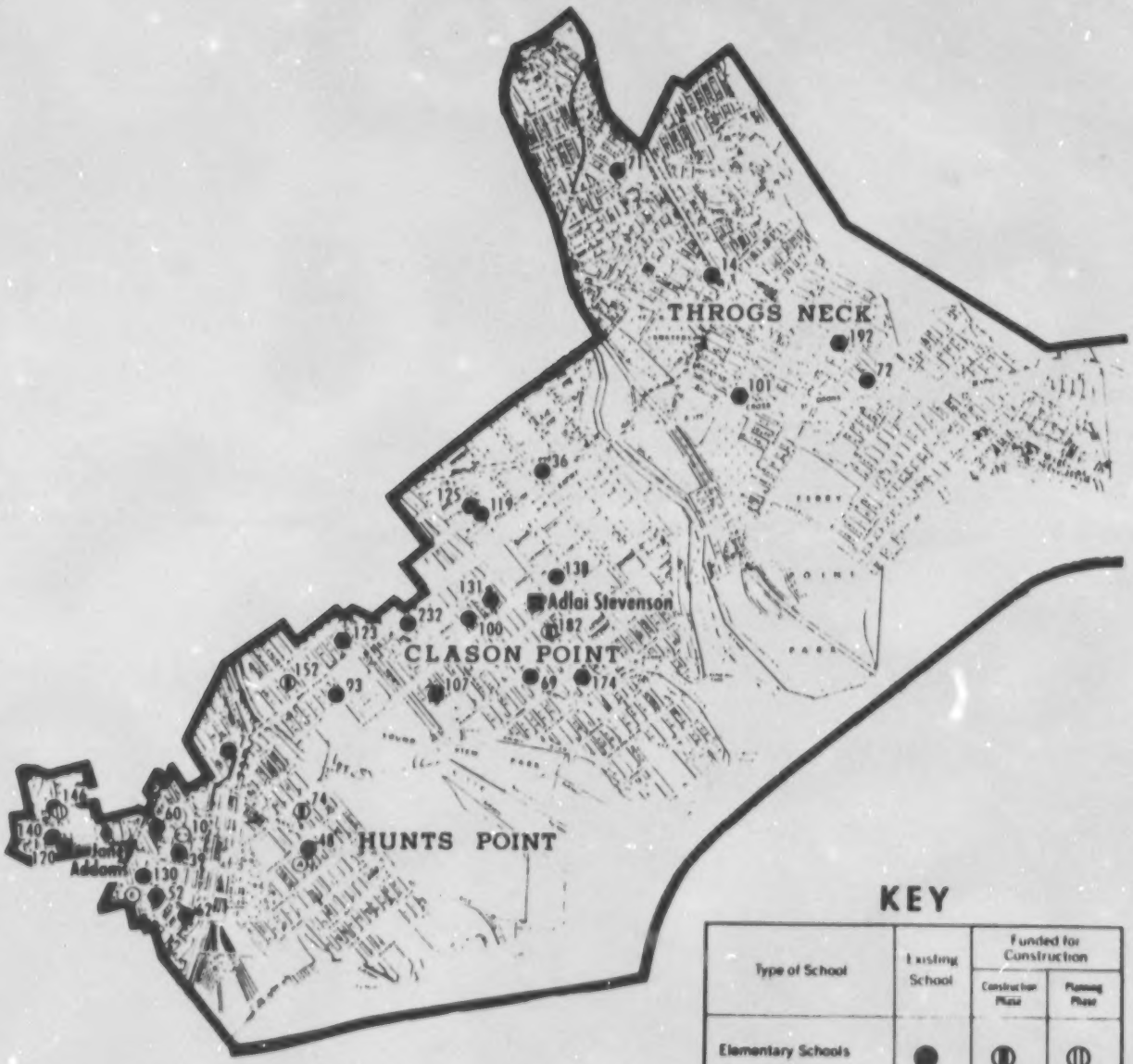
OFFICE OF THE COMMUNITY SUPERINTENDENT

Carmen A. Rodriguez	Community Superintendent
David Levy	Assistant to Superintendent

SCHOOLS AND PRINCIPALS

P.S. 1	Frank Moran
P.S. 5	Jose Graciano
P.S. 18	James Wilson
P.S. 25	Luis Cartagena
P.S. 27	Laura Maldonado
P.S. 29	Arnold Santandreu
P.S. 30	Juliette W. Kohn
P.S. 31	Carol Russo
P.S. 40	Stanley E. Weinberg
P.S. 43	Daniel Grayson
P.S. 49	Wilbur Grant
P.S. 65	Mary Hassay, Interim Acting Manuel Rodriguez, Principal
P.S. 124	John Hagan
P.S. 154	Mary Rivera
P.S. 156	Ralph Santalis
P.S. 157	Edward Levy
P.S. 161	Arthur Raggio
I.S. 139	John Quinn
JHS 149	Vincent Corazon
I.S. 151	Albert Sargent
I.S. 155	Norman Black
I.S. 162	Harvey Goldenberg
I.S. 183	John Crawford
I.S. 184	Juan Fonesca

COMMUNITY SCHOOL DISTRICT 8



KEY

Type of School	Existing School	Funded for Construction	
		Construction Phase	Planning Phase
Elementary Schools	●	◐	◐
Middle Schools	⬢	◐	◐
Academic High Schools	■	◧	◧
Vocational High Schools	◆	◆	◆

- ☆ School for Socially and Emotionally Maladjusted Children
- (A), (B), etc. Early Childhood Centers
- (P) Future School site authorized - not yet funded for construction
- (X) School building used for administrative purposes
- (O) School surrendered by Board of Education
- NYC New York City Educational Construction Fund Project
- UDC New York State Urban Development Corporation Project

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DISTRICT 8
BOROUGH OF BRONX

IMPROVEMENT IN BASIC SKILLS

Program: Reading

Reading skills centers utilize the diagnostic/prescriptive approach and have fostered positive student behavior and attitudes toward reading.

Prescriptive reading teachers are specially trained to diagnose reading difficulties and prescribe needed skills for children in primary and intermediate grades. Classroom teachers assist in these procedures.

This, in addition to Ethna Reid, Economy, and Distar Programs, continues to show significant results in the reading growth of pupils, in professional growth of staff, and in the use of diagnostic-prescriptive techniques by the classroom teachers.

Special programs like the Right to Read School in the Mini-School at J.H.S. 123 and the Multi-Sensory Reading Program in selected sites focus on pupil problems in reading with specially-trained personnel.

Program: Mathematics

Students serviced in the Title I Math Lab Program are give the Stanford Achievement Test to obtain an item analysis. Math Lab teachers used this item analysis to develop a prescription for groups as well as individual children. Lessons are planned using calculators, manipulatives, activity cards, games, measuring devices, cassette tapes, films and filmstrips to develop skills in areas tested as needing remediation.

The objective, to remediate math with high motivation and interest, is being realized. Students love attending; the teachers and paras love teaching; and the community joins them in loving the growth shown in math ability.

Program: Bilingual Education

A bilingual approach to learning is an attempt to overcome learning problems created by the inability of some students to function effectively in English because of language difficulty. The program has also served pupils of Hispanic and Non-Hispanic background whose parents indicated an interest in having their children learn Spanish as a second language.

Our main objective is to offer these students an opportunity to develop functional bilingualism to the degree that they will achieve equal proficiency in understanding, speaking, reading and writing both English and Spanish. The children, therefore, are studying their culture to develop self-awareness of their heritage and also to appreciate other cultures.

This year, as a result of the Aspira mandate, District 8 has greatly expanded its bilingual programs to include 20 schools.

The Bilingual School Complex (P.S. 39, 60, 62, 75, 130, I.S. 52) has a language maintenance program in which English and Spanish are used as media for instruction.

Program: Pre-Kindergarten

The Pre-Kindergarten Program is a comprehensive developmentally oriented program for children 3 and 4 years of age and is functioning well at P.S. 48 and P.S. 93, the two sites in District 8. The program provides for emotional growth and development of each child and also stresses vocabulary growth and enrichment of informational background for pupils of pre-school age.

Particular emphasis is placed on the involvement of parents in the education of their children. Through workshops with staff members and classroom observations, the parents learn to use materials and methods which help enable their children to reach their highest potential.

Program: Guidance

This year the budget crunch has once again reduced the number of guidance personnel in the district; nevertheless, we have moved forward toward our goal of guidance for all children. A great part of this progress has occurred through Humanistic Education activities begun in preceding years as well as with newly-initiated ones. In-service training in workshops, seminars and classroom demonstrations involved counselors, parents, paraprofessionals and students. Counselors had been involved in continuing in-depth training, acting as facilitators, group leaders and trainers in Humanistic Education in their respective schools. Follow-up of the phased-out Alternative School (A.A.U.E.) Program was continued throughout the year and establishment of the four alternative classes in selected schools (I.S. 74, 174, 192, J.S. 123) in the Spring of 1977 serviced a limited number of pupils with problems in intermediate and junior high schools in the district.

Program: Drug Abuse Prevention

Schools within the District 8 Drug Abuse Prevention Program provide Intervention and Outreach/Prevention Assistance, following the guidelines set down by Addiction Service Agency.

The full staff of our program devotes most of its time to the Intervention activity components which are Group Assistance, Brief Individual Assistance, and Continued Individual Assistance in addition to the Prevention/Outreach activity components which consist of Discussion/Rap groups, Peer/Leadership groups, and Adult Outreach activities.

Training sessions were held monthly for addiction instructors to upgrade their knowledge of the field and to standardize procedures for dealing with drug-related problems.

Program: Library

Learning experiences of District 8's students largely depend upon carefully selected multi-media available at our School Library Media Centers. Our pupils have been guided by library media specialists in productive utilization of books, filmstrips, pictures, records, cassettes, microfiche, transparencies, and microfilm used in researching individualized programs.

DESCRIPTION OF DISTRICT

District 8 services over 27,000 students in grades pre-kindergarten through nine, housed in 31 school buildings. In area, District 8 is one of the largest city school districts. Located for the most part in the neighborhoods of Morrisania, Hunts Point, Soundview and Throgs Neck, Community School District 8 contains 19 elementary, 5 intermediate, and 4 junior high schools. One new school, P.S. 182, is scheduled to open in the Fall of 1977.

The District's staff includes approximately 1150 teachers, 200 paraprofessionals, 200 school aides, 30 school guards, 85 supervisors, 72 secretaries, and 15 guidance personnel.

This District is a diverse soci-economic and multi-ethnic community. Within our boundaries exist some of the poorest housing in the city as well as some of the most comfortable and well-constructed homes in New York City. The District comprises large multiple dwelling complexes and one-family dwellings with spacious grounds. The District houses the Hunts Point Market and the New York State Merchant Academy at Fort Schuyler, as well as the fishing fleet which docks at the Bronx River and Westchester Avenue. The District contains Soundview and Ferry Point Parks and borders on Pelham Bay Park. The southern part of the District reflects the urban decay of the South Bronx with its abandoned buildings and social ills. Consequently, losses in pupil population have been heavy in this area.

COMMUNITY SCHOOL DISTRICT NO. 8

COMMUNITY SCHOOL BOARD MEMBERS 1976-1977

Rita A. O'Brien, President
Julia Rodriguez, Vice-President
Gloria J. Vincent, Secretary
Edith A. Sullivan, Treasurer
William Blaney
Jean DePesa
Julian J. Misiurski, Jr.
Michael J. Noone
Saundra Taylor

OFFICE OF THE COMMUNITY SUPERINTENDENT

Max Messer	Com. Supt.
John A. Loffredo	Executive Asst.
Harriett McFeeters	Special Asst. to Supt.
Ida Echevarria	Special Asst. to Supt.
Milton E. Goldenberg	Principal Assigned
Rosario Contino	District Manager of Bus. & Admin.
Bernard Kaplan	Budget Control Admin.
Mildred K. Lee	Supv. of Guidance (9/76-1/30/77)
Sidney Goldfarb	Supv. of Guidance(Act.) (2/77 - 6/30/77)
John Theobald	Supv. of Health & Drug Services
Pearl J. Steinberger	Supv. of School Library Services
Marcia Knight	Attend. Coordinator

SUPPORT SERVICE PROGRAMS
(District-wide Reimbursable and Other Special Programs)

Blanche Niles	ESEA Title I Coord.
Marcia Levens	Title I Reading Coord.
Milton Kramer	Reading Resource Teacher
Judith Ries	Math Lab Coordinator
Vincent J. Altamuro	Math Lab Resource Teacher
Ralph Buxo	Director of Bilingual School Complex
Andres Ortiz	Spanish Curriculum Coord.
Julia Dunne*	Supervisor, Bureau of Child Guidance
Bertha Fogle	PSEN Coord.
Martha McNear	Supv. Addiction Instructor
Victor Purcell	Supv. Addiction Instructor

* B.C.G. Personnel

SCHOOLS AND PRINCIPALS

P.S. 14	Dr. Catherine A. Raschke
P.S. 36	Florence Kennedy
P.S. 39	Ann Hare
P.S. 48	Lora Lucks (Interim)
P.S. 60	Pura Bonilla
P.S. 62	Albert Oliver
P.S. 69	Adele Heidt
P.S. 71	Nancy McDonald
P.S. 72	Helen Cardassi
P.S. 75	Charles Laufer
P.S. 93	Joseph Millman
P.S. 100	Elizabeth Builder
P.S. 107	Arthur Riegel
P.S. 119	Pierre Lehmuller
P.S. 130	Louis Carmona
P.S. 138	John Richardson
P.S. 140	Larcelia Kelo
P.S. 146	Luther Ragin
P.S. 152	Tobias Sumner
I.S. 52	George Callego
I.S. 74	Howard Thomas
I.S. 131	Donald Theobald
I.S. 174	Chester Cohen
I.S. 192	Barry Rich
JHS 101	Betty Curiale (Acting)
JHS 120	Carmela Cinque
JHS 123	Robert McDaniel
JHS 125	Monroe Eidlen

COMMUNITY SCHOOL DISTRICT 9

KEY

Type of School	Existing School	Funded for Construction	
		Construction Phase	Planning Phase
Elementary Schools	●	ⓔ	ⓟ
Middle Schools	⬢	ⓜ	ⓟ
Academic High Schools	■	ⓗ	ⓟ
Vocational High Schools	◆	◆	◆

☆ School for Socially and Emotionally Maladjusted Children

Ⓐ Ⓑ etc. Early Childhood Centers

Ⓜ Future School site authorized, not yet funded for construction

Ⓧ School building used for administrative purposes

Ⓞ School surrendered to Board of Education

SED New York City Educational Construction Fund Project

UDC New York State Urban Development Corporation Project

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DISTRICT 9
BOROUGH OF BRONX

IMPROVEMENT IN BASIC SKILLS

Program: Reading

During the school year, 1976-77, particular emphasis was placed on staff development directed to improving reading instruction. Diagnostic-prescriptive instruction was used widely in schools throughout the district.

Other reading programs designed to meet specific age and achievement needs of pupils were Assisting Students with Learning and the Cureton Reading Program, an Early Childhood Reading Program evaluated by the National Right to Read Program.

Program: Mathematics

This year the emphasis has been on upgrading our program in Mathematics. A variety of programmed and audio-visual materials were used to create a math-lab environment and to enliven instruction. Criterion reference tests and teacher-made tests were used diagnostically, prescriptively and in monitoring pupil progress. Each intermediate and junior high school has a lab which served as a model for all teachers of mathematics.

Program: Early Childhood

The district is committed to Early Childhood programs. The New York State Experimental Pre-Kindergarten Program served 150 three and four-year old children in five classes. The Strengthening Early Childhood Through Reading Program supported 1,980 children in second and third grades. Thirty-five handicapped children were mainstreamed into Early Childhood programs in three schools as a result of their participation in The Integrated Model For Handicapped Early Childhood Development, which just completed the third year of its model grant.

Program: Bilingual Studies

All District students of limited English language ability and background were provided with special instructional programs provided under the direction and structure of the District's bilingual/bicultural program.

Program: Health and Safety

Health services are provided on a regular basis by the school nurse and visiting doctor. Administrative staff inspect the school daily to identify health hazards which are then reported to the custodian for removal of the problem. Classroom teachers conduct lessons in health and safety and establish classroom routines which develop good habits and attitudes regarding health and safety.

The District has established a Nutrition Committee which developed a detailed plan to provide children with a proper breakfast and lunch program.

Program: Pupil Personnel Services

The Drug Abuse Program offers a variety of services which include family assistance, crisis intervention, referral services, individual and group assistance.

Our Career Leadership Center Program identified a target population of 9,000 intermediate and junior high school students and succeeded in increasing this awareness of the widest range of high school and specialized high school opportunities available to them in New York City. They wre also exposed to information regarding the widest range of job and career opportunities available in the world of work and the professions as a result of their interaction and discussion with different groups representative of the business, health, education, performing and creative arts, etc., fields.

PARENT AND COMMUNITY PARTICIPATION

The President's Council, composed of the presidents of the schools' parent association, meets regularly to discuss district-wide issues and make recommendations.

Other groups, such as the Title VII Advisory Committee meet regularly on matters of direct concern to their programs.

The major forum for all interested groups and individuals is the Community School Board Meeting where parents and community residents have the opportunity to bring forth items of concern for public debate.

STAFF DEVELOPMENT

District staff development stresses the training of assistant principals, teachers, and para-professionals. Performance objectives are identified and training procedures implemented in such areas as student achievement, humanizing the school environment, staff evaluation and training and communication and public relations.

DESCRIPTION OF DISTRICT

The District is a diverse socio-economic and multi-ethnic community. Within the boundaries of the District exist some of the poorest housing in the city as well as some of the most comfortable and well-constructed housing available in New York. The approximately 150,000 adults over 25 in the community, parents of the approximately 36,000 students, have fewer years of formal education, earn less money and work at more menial jobs than most of the adults in America today. Their commitment and that of the District is to improve educational opportunity for their children.

COMMUNITY SCHOOL DISTRICT NO. 9

COMMUNITY SCHOOL BOARD MEMBERS 1976-1977

Jerome A. Greene, President
Fred Brown, 1st V. President
Edith Hicks, 2nd V. President
Curtis Johnson, Treasurer
Edward Stan Hall, Secretary
Eduardo LaGuerre, Member
Ralph Morales, Member
Nicholas Quiles, Member
Carmelo Saez, Member

OFFICE OF THE COMMUNITY SUPERINTENDENT

Roland N. Patterson, Ed. D., Community Supt.
Marjorie Dunbar, Executive Assistant
Bernard Gober, Administrative Assistant
Donald J. Fleming, Special Assistant
Milton J. Stier, Director Accountability
Jerome Katzman, Director, Ped. Personnel
Earl Blackstock, District Business Manager
Archie Finn, Dir., Non-Pedagogical Personnel
Florence Mann, Dir. Research & Evaluation
Lawrence Council, Guidance Coordinator
Roberto Batista, Dir. Bilingual Studies
Candida Rodriguez-Ortiz, Supv. Bilingual Tchrs.; School & Community Relations
Cecil Robinson, Dir. Continuing Ed.
Frederic Strauss, Director Media
Eric Heyworth, Art Coordinator
Heywood Jones, Dir. Attend. Teachers

SUPPORT SERVICE PROGRAMS

(District-wide Reimbursable and other Special Programs)

Mansfield Otto, Dir. Youthful Drug Abuse Prog.
Nathaniel Martin, Dir. Title I Programs
Chet Wooten, Dir. Funded Programs (P.S.E.N.)
Miriam Sour, Dir. Early Childhood Programs
Harold Chapnick, Coord., A.S.L.D. (P.S.E.N.)
Richard Wallin, Coord., A.S.L.D
Robert Porras, Project Developer
Jesus Barbosa, Coord. Bilingual JHS
Sylvia Hernandez, Coord. Project BEST
Hilda Gutierez, Coord. E.S.L.
Helene Mermelstein, Coord. Cureton Reading
Linda Linton, Coord. Basic Skills
Hilda Irwin, Coord. Prescriptive Learning

SCHOOLS AND PRINCIPALS

CES	2	Lois Desvigne
CES	4	Stanley Kaminsky
CES	11	Alvin Slavin
CJHS	22	William Green
CES	28	Celedonio Felix
CES	35	Leonard Lichtblau
CES	42	Steven Ortiz
CES	53	Mathew Barnwell
CES	55	William Plummer
CES	58	Mirvin Nearier
CES	63	Audrea O'Neal
CES	64	Howard Levine
CES	70	John Grant
CES	73	Lynwood Cooper
CJHS	82	Sanford Einhorn
CES	88	Michael Mullee
CES	90	Daniel Portelles
CES	104	Boston Chance
CES	109	Angelo Sanchez
CES	110	Leah Greenstein
CES	114	Maria Santos
CJHS	117	William Dunne
CES	126	Leroy Watkins
CES	132	Marie Thomas
CJHS	145	Bernard Krasnow
CIS	147	Calvin Hart
CIS	148	Hazel Cogar
CES	163	Arthur Aronstein
CES	166	Victor Lozano
CES	229	Annie Wolinsky
CIS	229	Felton Johnson
CES	235	Adolph Lopez
CES	236	Clara Burgess

COMMUNITY SCHOOL DISTRICT 10

KEY

Type of School	Existing School	Funded for Construction	
		Construction Phase	Planning Phase
Elementary Schools	●	◍	◍
Middle Schools	⬢	◍	◍
Academic High Schools	■	◍	◍
Vocational High Schools	♦	♦	♦

☆ School for Socially and Emotionally Maladjusted Children

(A) (B) etc. Early Childhood Centers

(P) Future School site authorized, not yet funded for construction

(X) School building used for administrative purposes

(O) School surrendered by Board of Education

NYC New York City Educational Construction Fund Project

UDC New York State Urban Development Corporation Project

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DISTRICT 10
BOROUGH OF BRONX

IMPROVEMENT IN BASIC SKILLS

Program: Reading

A standing committee was formed to develop strategies for improving reading instruction in the district. There is an assessment package in reading which contain inventories and a prescriptive list of materials for teachers' use. The Early Childhood Program has developed a strong emphasis on a Language Experience Approach to reading. Individualization of instruction is emphasized.

Program: Mathematics

Provision for opportunities for independent learning have been expanded through the use of mathematics laboratories in every classroom. Math activity cards, in both English and Spanish, are used in all the math labs.

Program: Science

The Bronx Zoo and the Botanical Gardens are involved in the district's Living Science Programs. Spanish translations have been made of Planetarium programs and the Zoo Safari trips.

Program: Bilingual Education and Cultural Heritage

The bilingual program has been expanded and instruction in Spanish is given in all curriculum areas with the development of teacher-made curriculum materials in Spanish.

Program: Music and Art

Programs in music and art were presented at the Lincoln Center Music and Art Festival. An aesthetic education program in coordination with Lincoln Center for the Performing Arts was offered to teachers.

HEALTH AND SAFETY

Program: Health

The district organized School Health Councils and published a Health Newsletter. A health curriculum was developed for all schools. The girls' athletic program was expanded.

Program: Drug Abuse and Prevention

Group and individual assistance techniques were provided to elementary and junior high school students, family therapy networks were created, children with problems identified as sufficiently serious to merit placement outside the school setting were referred to appropriate outside therapeutic facilities.

Program: Audio-Visual Resources

The district upgraded and expanded the loan collection of audio-visual resources and circulated the material and equipment among the schools from the District Learning Resource Center. There was also an improvement of the multi-media production services at the Resource Center and in the schools.

STAFF DEVELOPMENT

Supervisory conferences were held to plan strategies for implementing goals identified by the schools. Mini-workshops, conferences and in-service workshops for teachers were held to provide training for teachers in the curriculum areas.

PARENT AND COMMUNITY PARTICIPATION

Parents were actively involved in the educational process through the communications network of Parents and Principals Education Forum, President's Council and the Parents Associations of the individual schools. Vital contemporary issues, such as, "Sexism in Education" were explored with community organizations, such as, The National

Organization of Women. A committee of parents and professionals developed a resource booklet called, "Reading and Your Child". This booklet was printed in English, Spanish and Japanese.

CONTINUING EDUCATION

A summer recreation program was provided in every district school.

COMMUNITY SCHOOL BOARD MEMBERS 1976-1977

Rose Baez
Sylvia Bloom
Elliott Goldstein
Catherine Heavey
Louis G. Ignarro
Ann A. Kaplan
Akira Morishima
Isobel Rooney
Alfred Salemo

OFFICE OF THE COMMUNITY SUPERINTENDENT

Theodore Wiesenthal	Community Superintendent
Fred Goldberg	Deputy Community Supt.
Naomi Barber	Drug Program Director
Sandra Lerner	Funded Programs
Sheldon Lindenbaum	School/Community Relations
Edward McLean	Continuing Education
Margarita Ortiz	Bilingual Education
John Paolella	Buildings & Grounds
Emma Williams	Pupil Personnel & Services

SCHOOLS AND PRINCIPALS

P.S. 7	Milton Fein	P.S. 81	Bernice Schatz
P.S. 8	Della Jerome	P.S. 85	Ruby Howell
P.S. 9/79	Philip Werfel	P.S. 85 ECC	Ruby Howell
P.S. 9/115	Charles Celauro	P.S. 86	Raymond Osinott
P.S. 9/115A	Charles Celauro	P.S. 91	Julia Freeman
P.S. 24	Lillian Parmer	P.S. 91 ECC	Julia Freeman
P.S. 26	Marion Claiborne	P.S. 94	Sheldon Salzberg
P.S. 26A	Marion Claiborne	P.S. 95	Leon Kurtz
P.S. 32	Margaret Slattery	P.S. 122	Stan Josell
P.S. 33	Pauline Fein	P.S. 205A&B	Thomas Giordano
P.S. 33A	Pauline Fein	JHS 45	Berl Sternberg
P.S. 46	Harry Teitelbaum	E/JHS 80	Joseph Katz
P.S. 56	William Riley	I.S. 115	Marvin Halpern
P.S. 59	Seymour Perlin	JHS 118	Gerald Friedlander
P.S. 59	Felicita Serrano	I.S. 137	John Garofalo
(Bi-Mini)	(Proj. Director)	JHS 141	Norman Kaufman
P.S. 59 ECC	Seymour Perlin	JHS 143	Eileen Dennin

COMMUNITY SCHOOL DISTRICT 11

KEY

Type of School	Existing School	Funded for Construction	
		Construction Phase	Planning Phase
Elementary Schools	●	◧	◫
Middle Schools	⬢	◧	◫
Academic High Schools	■	◧	◫
Vocational High Schools	◆	◆	◆

☆ School for Socially and Emotionally Maladjusted Children

(A), (B), etc. Early Childhood Centers

(H) Future School site authorized, not yet funded for construction

(X) School building used for administrative purposes

(O) School surrendered by Board of Education

EEE New York City Educational Construction Fund Project

UDC New York State Urban Development Corporation Project

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DISTRICT 11
BOROUGH OF BRONX

IMPROVEMENT IN BASIC SKILLS

Program: Reading

Reading in the Content Areas was stressed in the seven junior high schools in District 11. Thirty-eight teacher-trainers participated in a special program and will be training 140 junior high school teachers during the 1977-1978 school term. District junior high school reading scores improved four months over the preceding year.

The report of the May, 1977 Reading Test Survey indicates that the District mean reading score for grade 5 was 6.2, 50.4 percent of all pupils on all grades tested were reading at, or above grade level. The District ranked 6 of 32 in the city compared to 8 of 32 last year.

Program: Mathematics

Board policy required that all elementary schools adhere to the New York City Scope and Sequence. Teachers initiated the coding of all materials to conform to the sequence.

Grade 5 was tested in the city-wide program and the mean score in District 11 was 6.2

Program: Health and Safety

The Paramedical Approaches to Health Services (PATHS) became a Title IV-C demonstrator set up to inform, assist, and train personnel for other school districts throughout the state.

PARENT AND COMMUNITY PARTICIPATION

The Presidents' Council, the District Advisory Council and its Legislative Committee, with support from the School Board continued a program of parental involvement. The School Volunteer Program recruited 805 active participants from the community.

STAFF DEVELOPMENT

Fifteen different teacher-training programs were conducted in the district and teachers and supervisors shared their talents working on such projects as: TRICA (Teaching Reading in the Content Areas); Bottom Line Math; Metric Education; Basic for Basics (Early Childhood); Bilingual Education; Development for Reading Lab Teachers; Work Study Skills Kit Development.

DESCRIPTION OF DISTRICT

District 11 is situated in the Northeast Bronx and encompasses City Line, Long Island Sound, Eastchester Bay(including City Island) Watt Avenue, Middletown Road, Bruckner Expressway, Pelham Parkway, Hutchinson River Parkway, Waterbury Avenue, Cross Bronx Expressway, Metropolitan Avenue, Metropolitan Oval, Unionport Road, East Tremont Avenue, Bronx River Avenue, East 233rd Street, and Van Cortlandt Park East. Included in District 11 is the Northeast Bronx Education Park. This facility is a complex of 5 schools on one foundation - 2 primary, 2 intermediate and the Harry S. Truman High School. P.S. 160, located nearby, is part of the park.

The program is keyed to a continuously planned program of instruction from pre-kindergarten through the 12th grade.

The total district pedagogical staff consists of 760 in the elementary schools, 524 in the junior high schools and 172 in the high school. There are 23 elementary schools, 7 junior high schools and 1 high school. Four elementary and 2 junior high schools are designated as Title I.

The estimated ethnic composition of the pupil population in Community School District 11 is 43% Black; 18% Puerto Rican; and 37% Others.

COMMUNITY SCHOOL DISTRICT NO. 11

COMMUNITY SCHOOL BOARD MEMBERS 1976-1977

Jerome L. Reinstein, Pres.	Marc A. Goodman
Philip J. Abinanti, V. Pres.	Maureen Sheridan
Jeanette Neuhauser, Secretary	Alexander W. Summers
Alfred Calderon, Jr., Treas.	Arthur L. Thomas
	Laura Valdes

OFFICE OF THE COMMUNITY SUPERINTENDENT

Nicholas Cicchetti — Community Superintendent

SCHOOLS AND PRINCIPALS

P.S. 16	Flora Gigante
P.S. 19	Jerome Spitzer
P.S. 21	William Dana
P.S. 41	Barbara Weber
P.S. 68	Sarah Schertzer
P.S. 76	Ruth Weinstein
P.S. 78	Jack Schiller
P.S. 83	Donald Hertz
P.S. 87	Judith Dropkin
P.S. 89	Carmen Abbott
P.S. 96	Martin Unterberger
P.S. 97	Muriel Schreiber
P.S. 103	Marvin Fleishaker
P.S. 105	Sol Lubow
P.S. 106	Celia Janowitz
P.S. 108	Abe Gordon
P.S. 111	William Wheeler
P.S. 112	Aclen Lewis
P.S. 121	Abraham Sperber
P.S. 175	Lucrezia Fusco
JHS 113	Joseph Bell
JHS 127	Marvin Rockley'
JHS 135	Perry Spiro
JHS 142	Francis Jones
IS 144	Harlan Pruger

NORTH EAST EDUCATION PARK

Director	Julius Perlman
P.S. 153	Mildred Godfrey
P.S. 160	Bernice Hilkowitz
P.S. 178	Marjorie Wiggins
IS 180	Jack Landman
IS 181	Joseph Petrella
Truman H.S.	John McNiff
WOMACS	Harry Reiss

COMMUNITY SCHOOL DISTRICT 12

KEY

Type of School	Existing School	Funded for Construction	
		Construction Phase	Planning Phase
Elementary Schools	●	◐	◍
Middle Schools	⬢	◐	◍
Academic High Schools	■	◧	▥
Vocational High Schools	◆	◆	◈

☆ School for Socially and Emotionally Maladjusted Children

(A), (B), etc. Early Childhood Centers

(P) Future School site authorized, not yet funded for construction

(X) School building used for administrative purposes

(O) School surrendered by Board of Education

BEF New York City Educational Construction Fund Project

UDC New York State Urban Development Corporation Project

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DISTRICT 12
BOROUGH OF BRONX

IMPROVEMENT IN BASIC SKILLS

Program: Reading

District 12 has the largest individual "Reading is Fundamental" Program in the nation. This program has supplied more than 80,000 books to the children of the district.

Instruction in reading is based upon a system of establishing a basic core of instructional objectives, diagnosing the needs of each student in relation to these objectives, prescribing learning activities to meet these needs and evaluating the effectiveness of the instruction.

Program: Mathematics

The study of mathematics utilizes materials from all content areas and employs the techniques of diagnosis, prescription and evaluation.

Program: Science

The Science Program is based on discovery through individualized laboratory experiences. The program reflects the interdisciplinary approach, cutting across subject area lines. It stresses the basic processes we need in order for learning to take place in all curriculum areas.

Program: Bilingual Education

There are six bilingual programs in the district whose common areas are to raise the academic achievement of the students through the use of two languages, English and Spanish as well as to increase the students awareness of their ethnic heritage.

Through conferences and workshops, parents have been informed of the philosophy, scope and objectives of the bilingual program and encouraged to participate in school activities.

Program: Health and Physical Education

Since the dispensing of first aid within the schools has now become a function of the administrations of the several schools, the District was instrumental in bringing in personnel from State health agencies to provide workshops for principals and assistant principals.

The Police, Fire and Sanitation Departments of the city maintain educational programs to promote health and safety, and to educate our youngsters in the great need for cooperation of the children with officers in these areas. Guest speakers and visits to the facilities of these departments form an integral part of the programs.

Our Early Childhood centers conduct outdoor health education periods in the playgrounds specially constructed for them. Instruction to both children and parents on good health habits and good nutrition forms an important part of the work of these centers.

Program: Music and Art

In an effort to bridge the gap between an austerity budget and services, we sought out and coordinated other than Board of Education resources in music and art for utilization by our schools.

Some of the special services arranged were, "Young Audiences" which presented 14 musical auditorium programs, the Children's Free Opera of New York and the "Studio in a School Program which provided a fully equipped studio and the services of a full-time artist in-residence which has serviced some 25 classes, at least one period a week.

Program: Community Relations

Promoting and sustaining the President's Council of the Parents Associations is a vital part of the district's school-community relations program. Important decisions, involving programs in the schools, the school board elections held in May, and civic responsibilities were made during the year.

DESCRIPTION OF DISTRICT

Community School District 12 is situated in the South-Central Bronx region of New York City. The district encompassed parts of four natural neighborhoods: Hunts Point, Morrisania, Tremont, and Bronx River. Its boundaries extend roughly from 163rd Street northward to Bronx Park South and from Arthur Avenue eastward to Metropolitan Avenue.

The Cross Bronx Expressway cuts across District 12. Tremont Avenue and Boston Road with their many commercial establishments also run through the district. The district includes Bronxdale Houses, the Bronx River Houses and parts of Forest Houses, Parkchester, and The Twin Parks Houses.

District 12 is responsible for the educational program of over 24,000 pupils in grades Kindergarten through nine. All of the schools in District 12 qualify as eligible for ESEA Title I aid based on poverty level.

The ethnic composition of the pupil population in Community School District 12 is approximately 41% Afro-American, 58% Hispanic and Puerto Rican, and 1% Other, including American Indians and Orientals.

The District's staff includes approximately 1,100 teachers, 600 paraprofessionals, 250 school aides, 20 school guards, 80 supervisors, 60 secretaries, 15 guidance personnel and 180 school lunch helpers.

COMMUNITY SCHOOL BOARD MEMBERS 1976-1977

Eloise Krause, Chairman
Elodia Aleandri
Shirley Broadnax, Secretary
Miguel Diaz
Kenneth Drummond, Treasurer
Arthur Durant
Elieser Escalante, V. Chairman
Gloria Nicolosi
Rafael Zambrana

OFFICE OF THE COMMUNITY SUPERINTENDENT

Dr. Felton E. Lewis — Community Superintendent

COMMITTEES OF THE BOARD

Curriculum	Mrs. Nicolosi
	Mr. Zambrana
Evaluation	Mr. Zambrana
Lunch	Mr. Escalante
Narcotics Addiction Prevention	Mr. Escalante
Personnel	Mrs. Aleandri
	Mrs. Broadnax
	Mr. Drummond
	Mr. Durant
	Mr. Escalante
	Mrs. Nicolosi
	Mr. Zambrana
Site Selection and School Construction	Mrs. Aleandri
	Mr. Escalante
State and Federal Funding	Mr. Drummond
	Mr. Escalante
	Mrs. Nicolosi
	Mr. Zambrana
Consultative Council	Mrs. Aleandri
	Mr. Durant
	Mr. Escalante
Negotiation Committee	Mr. Diaz
	Mr. Durant

SCHOOLS AND PRINCIPALS

CS	6	Bernard Gerr	CS	129	Jacques Bonhomme
CS	44	Susan Bailey	CS	134	Olga LaBeet
CS	47	Ralph Rogers	CS	150	Beatrice W. Rubin
CS	50	Ida Reeves	CS	198	Jamie Ortiz
ELC	1	Ruth S. Green	CS	211	Carmen Rivera
CS	57	Alan Finkelstein	CS	234	Peter Negroni
CS	61	Sherman Tufel	IS	84	Lorraine Gossin
CS	66	Loidis Cordero	IS	116	Mario Vairo
CS	67	Iris Pollard	IS	158	Charles Dunn
CS	77	Leon Taylor	IS	167	Martin Roberts
CS	92	Earl Kurtz	IS	193	Eugene Jimenez
CS	99	Jerome Klein	JHS	98	Franklyn D. Sanchez
ELC	2	Florence Kaback	JHS	136	Richard Moss
CS	102	Vincent LoCascio			

COMMUNITY SCHOOL DISTRICT 13

KEY

Type of School	Existing School	Funded for Construction	
		Construction Phase	Planning Phase
Elementary Schools	●	◐	◍
Middle Schools	⬢	◐	◍
Academic High Schools	■	◧	▥
Vocational High Schools	◆	◆	◈

☆ School for Socially and Emotionally Maladjusted Children

(A) (M) etc. Early Childhood Centers

(FS) Future School site authorized not yet funded for construction

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DISTRICT 13
BOROUGH OF BROOKLYN

IMPROVEMENT IN BASIC SKILLS

Program: Reading

Strong efforts were made to increase the reading skills of all pupils including those who are on or above grade level. The district's major remedial program now includes the High Intensity Laboratories in five schools as well as Title I which operates in all 22 schools.

Program: Mathematics

One of the most effective mathematics programs in the district was a pilot program of instruction in the fundamentals of arithmetic operations. Third-grade pupils in the program demonstrated unusually high gains in mathematics.

PARENT AND COMMUNITY PARTICIPATION

Parent and community participation remains one of the vital factors in the success of all programs in District 13. Parents and community representatives have been especially helpful in the formulation and implementation of many new programs in the district.

BILINGUAL STUDIES

In addition to the tax-levy program in Bilingual education, the district conducts Title I and Title VII programs for Haitian and Hispanic pupils. These programs continue to reduce the number of limited English language pupils in the district.

INNOVATION AND EXPERIMENTATION

The most ambitious program undertaken in the area of instruction has been a project to develop Curriculum Learning Objectives which provide a sequential program of instruction in every curriculum area. Administrators and teachers worked together to develop a written guide to instruction that enables everyone in the educational community to understand the expected outcome of the teaching-learning experience.

STAFF DEVELOPMENT

The project which developed the district's Curriculum Learning Objectives was part of a program designed to foster staff development. Curriculum supervisors and program specialists conducted intensive weekly workshops to assist teachers in classroom instruction.

GOALS: 1977-78

To ensure the success of the Satellite schools - a special program of instruction for Junior High School pupils housed in two elementary schools.

To ensure the success of the School for Science, Art, Music and Math - a special program of instruction for Junior High School pupils majoring in any of the above subject areas.

To develop a comprehensive program and remediation for every pupil below grade level in Math and Reading.

To implement a program of instruction using curriculum learning objectives which specify in behavioral terms the expected outcome of the teaching-learning experience.

To identify and provide stimulus for change to those schools, staff members and programs which have not reached their maximum potential.

To identify and evaluate those schools, staff members and programs which contribute to improved education in District 13.

To strengthen the District's program for the gifted child.

OBJECTIVES:

By June 1978, all teachers will conduct daily classroom lessons based on learning objectives stated in behavioral terms.

At the conclusion of the 1978-79 school year, 60% of the pupils in the Satellite schools will be admitted to New York City specialized High Schools.

At the conclusion of the 1977-78 school year, a program for gifted and talented pupils will be operative in 12 of the district's 22 schools.

At the conclusion of the 1977-78 school year, all schools will show a minimum of a 5% increase in the number of pupils reading on or above grade level.

At the conclusion of the 1977-78 school year, three schools will be identified as having district model programs in one of the following areas resulting in improved education:

a. Student Leadership

b. Staff Training

c. Curriculum and Instruction

COMMUNITY SCHOOL BOARD MEMBERS 1976-1977

Lucille Blackmond
Lorraine Fulu
Allen B. Luks
Elizabeth H. Stookey
Mario DeFalco, V. Pres.
Gertrude Jefferson
Wilma Maynard, Pres.
Claire Pearce
Seymour W. Putilnik

OFFICE OF THE COMMUNITY SUPERINTENDENT

J. Jerome Harris, Ph. D.	Com. Supt.	Byron Hall	Art Supervisor
Helen F. Griffiths	Deputy Supt.	Argie Johnson	Science Coordinator
Gerald Kornblum	Principal Assigned	Mary Johnston	Supervisor of Music
Mercedes Abruzzo	Biling. Coord.	Benigno Nieves	Dist. Bus. Manager
James Coward	Supv. Cont. Ed.	Joseph Paladino	Supv. of Guidance
John DeBardelaben	Dist. Bus. Officer	Esther Schor	Early Childhood Coord.
Israel Friedman	Supv. of Attend.	Carrie L. Smith	Cult.Eth.&Soc. Stud.Coord.
Ida Gordon	Dist. Math Supv.	John Turpin, Jr.	Supv. of Health Ed.
Gwen Cottman	Com. Spec.	Jewel Van Dyke	Guid. Coordinator
		Eric Ward	Research Associate

SUPPORT SERVICES PROGRAMS

(District-wide reimbursable and other special programs)

David Ostroff	Title I Coordinator
Arthur Nieves	Director, Title VII ESEA Bilingual Program
Peter Dabbs	Director, Drug Abuse Prevention/Education

Schools and Principals

P.S. 3	Edward Vollins
P.S. 8	Blanche Kasindorf
P.S. 9	Winston Robins
P.S. 11	Daniel Levy
P.S. 20	Richard Alexander
P.S. 44	Doreen Hall
P.S. 46	Barry Finkelman
P.S. 54	Melinese Golar
P.S. 56	Howard Sadowsky
P.S. 67	David Samuel
P.S. 93	James Tucker
P.S. 133	Jacob Schwarz
P.S. 256	Nannie Adams
P.S. 270	Aileen James
P.S. 282	Osselious Clement
P.S. 287	Allen Boyce
P.S. 305	David Brown
P.S. 307	Fannie Porter
JHS 117	Alton Rison
JHS 258	Mary McAssey
JHS 265	Philip Cox
JHS 294	Lloyd Watson

COMMUNITY SCHOOL DISTRICT 14

KEY

Type of School	Existing School	Funded for Construction	
		Construction Phase	Planning Phase
Elementary Schools	●	◐	◑
Middle Schools	⬢	◐	◑
Academic High Schools	■	◧	◨
Vocational High Schools	◆	◆	◆

☆ School for Socially and Emotionally Maladjusted Children

Ⓐ Ⓑ etc. Early Childhood Centers

Ⓟ Future School was authorized not yet funded for construction

Ⓧ School building used for administrative purposes

◎ School surrendered by Board of Education

SCEF New York City Educational Construction Fund Project

UDC New York State Urban Development Corporation Project

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DISTRICT 14
BOROUGH OF BROOKLYN

IMPROVEMENT IN BASIC SKILLS

Program: Drug Abuse Education and Prevention

The district-wide program served the students and community by informing them of drug problems which exist in the community. Workshops were held to discuss the symptoms of drug abuse, its prevention and treatment. A facility was operated where community people could walk in and receive information, consultations and referrals to drug rehabilitation centers.

Program: Multi-Media Center

The Library Multi-Media Center has added AV material to its loan library in the areas of Bilingual Education, Language Development, American History and Value Education with an expansion of Spanish-Language materials to meet the needs of the District's bilingual program. The Library Media Center has actively supported the district's commitment to small group instruction.

Program: Continuing Education

The district operated 8 Evening Centers, 15 After-School Centers and 25 Vacation Day Camps.

Program: Guidance

The program of guidance in District 14 involves consulting and coordinating services. Emphasis is placed on articulation from the middle schools in order to assist pupils with proper choices of schools and courses. Comprehensive counseling is offered regarding personal problems as well as vocational and high school choices. Parents are seen and assisted where possible with various types of problems.

Program: Special Education

District 14 has made tremendous progress in the field of Special Education. The program includes classes in CRMD, Emotionally Handicapped, Health Conservation, Brain Injured, Neurologically Impaired Emotionally Handicapped, Visually Limited and three Speech Centers. District 14 was one of the first districts in Brooklyn to begin the Neurologically Impaired Emotionally Handicapped Program at P-147.

Last Spring, a special day was devoted to an Exhibit at P-297 which displayed the arts and crafts done by the district's 1000 handicapped children. The Exhibit was called, "Fun Day".

Program: Health & Physical Education

District 14's Health Services Program, in cooperation with the local Health Department greatly reduced the immunication problems in our schools. A special dental program also helped us service more children than previously. Not one school in District 14 had a lice epidemic. The preventive method was done through early detection and thorough follow-up on the part of teachers, Health aides, and Supervisors.

The District schools emphasized basic skills in physical education with special attention given to track skills for girls. District 14 held two track meets and more than 200 girls from the District participated in the Colgate meet.

DESCRIPTION OF DISTRICT

District 14 is located in the northern section of Brooklyn, bounded by the East River, Newton Creek, Myrtle and Flushing Avenues.

It is responsible for the eudcational program for 20,870 pupils from pre-kindergarten through grade nine, housed in twenty-six school buildings throughout the District.

All of the schools in District 14 qualify as eligible for special Federal aid based on poverty levels. The District is a diverse socio-economic and multi-ethnic com-

munity. There are housing projects (including the oldest in New York City known as the Williamsburg Housing Project built in the 1930's together with many newer ones) throughout the district.

The district has Title I Mathematics and Reading and PSEN Mathematics and Reading.

District 14 was actively involved in state mandated Committee on the Handicapped whose prime function is to be aware of handicapped children who reside in the district and to be responsible for their placement in schools or other educational facilities.

COMMUNITY SCHOOL BOARD MEMBERS 1976-77

Brother Robert F. Lally, Pres.
Thomas Strohmenger, 1st Vice-Pres.
Peter Della Iacono, 2nd Vice-Pres.
Rabbi Leopold Lefkowitz, Secretary
Augusto Martinez - Treasurer
Leroy Fredericks
Harold Klagsbald
Michael Laskowski
Angel L. Reyes

OFFICE OF THE COMMUNITY SUPERINTENDENT

William A. Rogers	Community Supt.	Frances Gasman	Coord. Non-Public School Component
Robert Rehm	Special Ass't. to Supt.		
Benjamin Aizenman	Editor, Dist. Newspaper	Michael Holstein	Supv. of A-V Instruction
Aldo Arcomano	Supv. of Art	Donald Jones	Dir. of Personnel
JoAnn Asciutto	Early Childhood Comprehension Skills Coordinator	Mario Lemagne	Dir. Special Needs
		Sandra Lightbody	Math Coordinator
Barbara Cappelo	Health Aide Coordinator	Juan Mendez	Ass't. Director Special Needs
Virginia Caputo	Ass't. Principal, Reading		
Robert F. Carter	Supv. Principal of Elem.	Dennis Murphy	Dir. Drug Programs
Agnes Clark	A.P. Curriculum Development	Robert Riccobono	Ass't. Personnel Dir.
Mary Driscoll	A.P. Elem. Schools	Herman Schiff	Supv. Principal Middle Schools
Mary Dunne	Coord. Reimbursable Program		
Jeffrey Feingold	Director, Reimbursable Prog.	Betty Silver	Coord. of Libraries
Herbert Gambert	School Court Coordinator	Lydia Soloff	District Business Manager
Jose Garcia	Drug Abuse, Health Ed. & Health Serv. Coord.	Arlene Vosilla	Coordinator Title VII
Annette Gash	Coord. Title I Bilingual		

SCHOOLS AND PRINCIPALS

P.S. 16	Steven Braunstein	P.S. 147	Benjamin Bromberg
P.S. 17	Dr. Harold Simon	P.S. 157	Brunilda Hernandez
P.S. 18	Angela Rosania	P.S. 168	Bernard Neiderman
P.S. 19	Harold Levine	P.S. 196	Albert Goldstein
P.S. 23	Donald Ashman	P.S. 250	Fred Yacovone
P.S. 31	Eugene Levitt	P.S. 257	Blanche Salsky
P.S. 34	Alfred Rappaport	P.S. 297	Joseph Friscia
P.S. 59	Mel Fasner	I.S. 33	Linon Pretty
P.S. 84	Newton Baum	I.S. 49	Herman Schiff (Act.)
P.S. 110	Robert F. Carter (Act.)	JHS 50	Frank Longo
P.S. 120	Maria Anderson	I.S. 71	Norman Spiegel
P.S. 122	John Lynch	JHS 126	Dr. Sheldon Toback
P.S. 132	Irving Rosenman	I.S. 318	Hillel Rosen

COMMUNITY SCHOOL DISTRICT 15

KEY

Type of School	Existing School	Funded for Construction	
		Construction Phase	Planning Phase
Elementary Schools	●	◐	◍
Middle Schools	⬢	◐	◍
Academic High Schools	■	◧	▥
Vocational High Schools	♦	◆	◈

☆ School for Socially and Emotionally Maladjusted Children

(A) (B) etc Early Childhood Centers

(FS) Future School site authorized, not yet funded for construction

⊗ School building used for administrative purposes

◎ School surrendered by Board of Education

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DISTRICT 15
BOROUGH OF BROOKLYN

IMPROVEMENT IN BASIC SKILLS

Program: Reading

The High Intensity Learning Center in Reading is an instructional system which defines each student's needs and prescribes appropriate reading activities designed to meet those needs.

Program: Early Childhood

The Early Childhood Services Program concentrates on providing in-depth remediation in reading and mathematics skills to selected children. Emphasis is placed on both teaching skills and having children develop positive attitudes to reading and mathematics.

Program: Mathematics

The High Intensity Learning Center in Mathematics provides an instructional system which defines the students' mathematical needs and prescribes appropriate activities.

Program: Individually Guided Education (IGE)

This program has been expanded and now includes four (4) elementary and one (1) intermediate school which have adapted to the multi-age, multi-grade organization of I.G.E.

Program: Cultural Arts

The district's cultural arts programs included participation in the Sunset Park Community's drive to clean up and improve the neighborhood. Each of the twenty-five schools in District 15 has participated in developing art, music, dance and theatrical programs which were represented in a program performed in Sunset Park to more than 1,000 spectators.

Program: Guidance

Throughout the school year, school counselors have coordinated pupil personnel services. As mental health agents, they have acted as liaison with all special educational classes with Bureau of Child Welfare, BCG, Bureau of Attendance, etc. School counselors acted as the primary school professionals in maintaining a sustaining relationship with the pupil and his family through crisis situations.

Program: Health Services

The Department of Health Hearing team screened students from 13 schools concentrating its efforts on students in kindergarten, first and second grade and special education. Medical examinations and immunization programs were virtually completed in all of the schools.

Program: Physical Education

Many of our elementary schools now have a viable movement education program. On the secondary level, our five (5) intermediate and junior high schools are well on their way toward complying with Title IX regulations which require physical education classes be co-educational, wherever appropriate.

Program: Drug Prevention

There is one Drug Education Specialist and one Narcotics Instructor in each of our middle schools. Staff responsibilities include individual and group counseling, family counseling, workshops for parents and classrrom presentations. The elementary school component is primarily a preventive educational program designed to provide accurate information and supportive counseling to the total school population.

Program: Bilingual Education

Bilingual services were expanded to provide instruction to 2,000 youngsters in need of such instruction. Special note must be made of the Title VII program in which

720 children participated and learned in the Spanish, Italian and Yiddish components at several public and non-public schools in the district.

Program: Adult Education

Course offerings included Fundamental Adult Education and High School Equivalency, bookkeeping and accounting and enrichment classes in arts, music and sports.

DESCRIPTION OF DISTRICT

District 15 is situated in the westernmost part of Brooklyn from the teeming downtown business district to the residential Bay Ridge and includes the busy waterfront in its boundaries. The District encompasses the Park Slope, Boro Park, Sunset Park South Brooklyn, Carroll Gardens, Red Hook, Cobble Hill, Boerum Hill, and Gowanus areas of Brooklyn.

District 15 is responsible for the educational program of 24,000 pupils in grades kindergarten through nine, housed in 25 school buildings and five annexes and minischools within the District. There are more than 20,000 non-public school pupils in the District.

Twenty-four of the twenty-five schools in the District qualify as eligible for special Federal Aid based on poverty levels. More than $4,000,000 a year is received in Federal and State Grants.

The District's full complement of staff includes approximately teachers, paraprofessionals, school aides, school guards, supervisors, secretaries, guidance counselors, and lunchroom workers.

The District is a diverse socio-economic and multi-ethnic community ranging from poverty level families concentrated in South Brooklyn, Gowanus, Red Hook and Sunset Park to middle and upper middle class families in Boerum Hill, Cobble Hill, Carroll Gardens, and Boro Park.

The ethnic composition of the pupil population in Community School District No. 15 is: Puerto Rican, Spanish Surname, Oriental, American Indian and Others.

COMMUNITY SCHOOL DISTRICT NO. 15

COMMUNITY SCHOOL BOARD MEMBERS 1976-77

Philip Kaplan, Pres.	Vincent Darcy
Emil Giordano, V. Pres.	Patrick Kenny
Heriberto Cruz, Treas.	Alex Morley
Mary Treacy, Secretary	Philip Scala

OFFICE OF THE COMMUNITY SUPERINTENDENT

Alfred Melov	Com. Supt.	Delphine Covell	Guidance
Jerrold Glassman	Deputy Supt.	Maria Ginty	Bilingual Instruction
Edward Aquilone	Dir. of Operations	Aileen Golden	Cultural Arts
Morris Gropper	Dist. Bus. Mgr.	Hindy List	HILS Centers
Eleanor Weingast	Guid. & Attendance	Ginay Marks	Narcotics Prevention

SUPPORT SERVICES PROGRAMS

(District-wide reimbursable & other special programs)

Norman Nachbar	Title I Coordinator (Acting)
Frank Landro	District Narcotics Education Program
Felix Vasquez	Title VII Coordinator Bilingual Programs
Joseph Schenker	In-House Evaluator

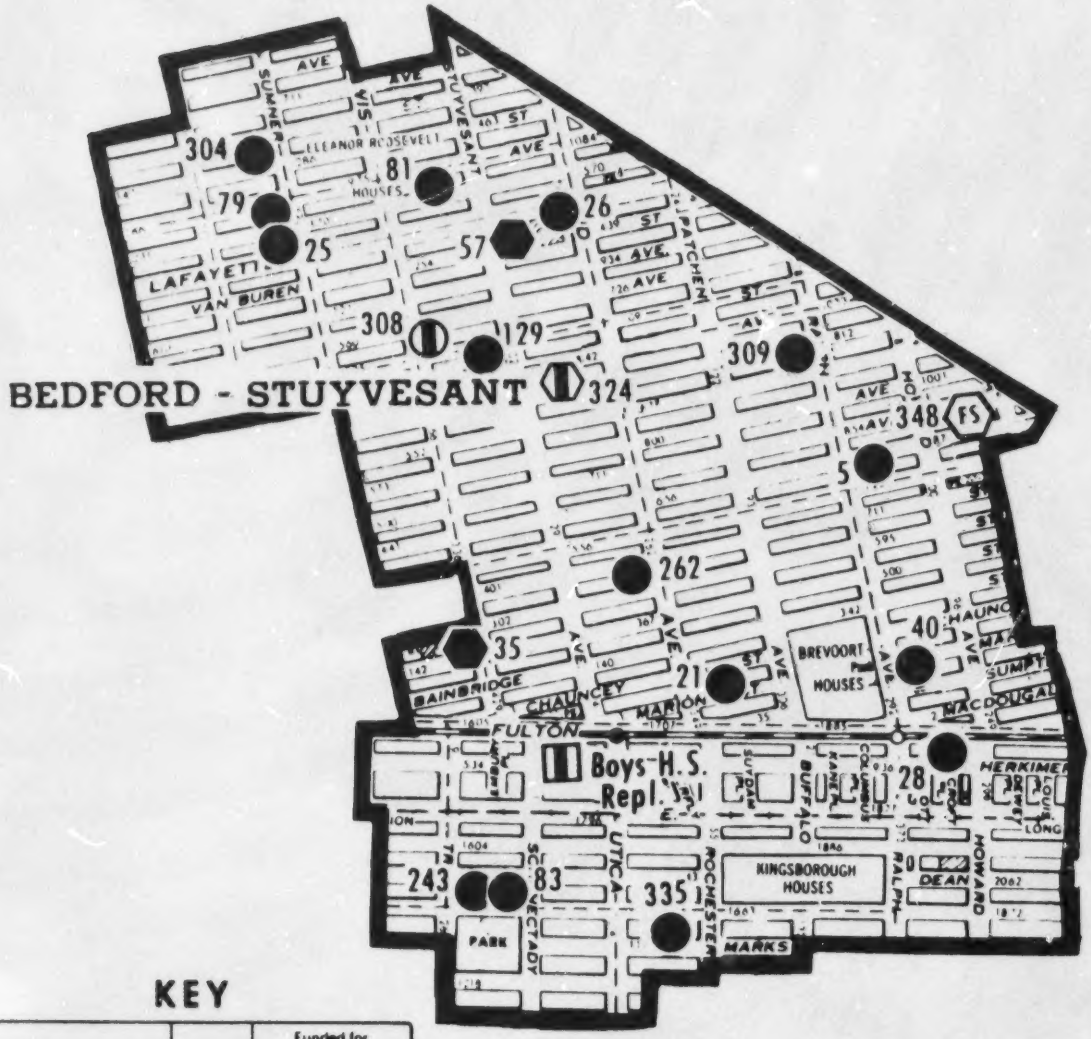
SCHOOLS AND PRINCIPALS

P.S. 1	Blanca Ortiz
P.S. 10	Paul Wiener
P.S. 15	George Morfesi
P.S. 27	Milton Diamond
P.S. 29	Frances Magovern
P.S. 32	Beatrice Neu
P.S. 38	Ralph Williams
P.S. 39	Myron Yermak
JHS. 51	Ira Schaeffer
P.S. 58	Phyllis Seehof
I.S. 88	Gloria Cohen
P.S. 94	Joseph Thaller
P.S. 107	Veola Harper
P.S. 124	Gertrude Agoglia
P.S. 130	Benjamin Katz
P.S. 131	Louis Staiano
JHS. 136	Gida Cavicchia
JHS. 142	Nathan Fuchs
P.S. 154	Herbert Rahinsky
P.S. 169	Marie Sparks
P.S. 172	Lawrence Maffetone
P.S. 230	Marjorie Russell
P.S. 261	Ivan Werner
I.S. 293	Stanley Nelson
P.S. 321	William Casey

SUPERVISORS (IN EXCESS)

Michael Abernethy	Continuing Education
Walter Fried	Attendance
George Greenfield	Health Education
Hilda Orriola	Bilingual Teacher in School & Community Relations
Annette Raskin	Early Childhood

COMMUNITY SCHOOL DISTRICT 16



KEY

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Middle Schools	⬢	◐	◐
Academic High Schools	■	◧	◧
Vocational High Schools	◆	◆	◆

☆ School for Socially and Emotionally Maladjusted Children

Ⓐ Ⓑ etc Early Childhood Centers

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DISTRICT 16
BOROUGH OF BROOKLYN

IMPROVEMENT IN BASIC SKILLS

Program: Reading

Each student is placed in a basal reading program designed to teach skills appropriate for the group's general reading and for the standardization of vocabulary development. This program insures the continuity of instruction in reading and provides for the internalization of reading skills for each pupil as he/she progresses in the reading process.

Reading and language arts consultants conducted workshops for teachers and supervisors to help them increase their knowledge of language development and the reading process.

Program: Early Childhood

Statistically significant growth in reading and math was made by "target" children in first and second grades.

Young Audiences performances were presented to all the first and second grade classes in the district. Staff indicated that many language, movement, music and art experiences were initiated in the classroom after attendance at any one of the performances.

Program: Mathematics

A bulletin for teaching the metric system was developed and distributed to the schools. Workshops were conducted to give parents, teachers and children a "hands on" experience in the use of the materials.

The district was involved in the "School Participation in the Diagnostic Prescriptive Arithmetic Program" of Staten Island. Two teachers from each of our schools attended workshops for which DPAP provided substitute teacher money. The district received materials costing about $1,700.

Program: Bilingual Education

Eight schools in the district had bilingual programs. They all followed the same curriculum. The main thrust was to unify the programs throughout the district.

Program: Community Counseling Service

This program services approximately one-thousand (1,000) students and parents by using prevention and/or intervention activities to assist them in coping with their problems. The program has also provided evening and weekend extra-curricular activities for students and parents.

Program: Guidance

In keeping with established goals, information was disseminated to parents, schools and community about Special Education Programs in District 16. Counselors, individually, interviewed every parent whose child was recommended for placement in Special Education and/or district alternative placement.

Every counselor has conducted parent workshops, conducted group and individual counseling, used articulation with Junior High Schools and High Schools where indicated and made many referrals to community agencies.

Program: Health-Physical Education

Audiometric screening was conducted in grades kindergarten, 1 and 2 in all of our schools. Vision and lead screenings were conducted for all of our kindergarten pupils. Referrals were made for professional evaluation, wherever necessary.

A pilot program was developed to respond to the concerns of adolescents in the area of human speciality.

Program: Instrumental Music

Eight schools received services in instrumental music. A total of 96 children were enrolled in this program.

Program: District Library Media

Each school in District 16 has a full-time library position. Basic library skills are taught in integrated library lessons and emphasis is placed on literature appreciation. Books are circulated to students for home use. The library media program in each school is supplemented by three special library programs.

RESEARCH AND EVALUATION

The Research and Evaluation Unit falls into three separate categories. The Educational Program Evaluation monitors the implementation and on-going progress of all Federal and State reimbursable programs for the purpose of providing continuous feedback to teachers, coordinators and other decision makers.

With respect to Assessment and Research Services, survey questionnaires were developed to help assess priorities and educational needs. The information obtained through these surveys was used as part of the needs assessment data for the development of several proposals under Program Development and proposal writing.

COMMUNITY SCHOOL BOARD MEMBERS 1976-77

Sam J. Pinn, Jr.	William Cruz
Anthony Rodriguez	Annette Robinson
Shellie Anderson	Lela Clark
Annie Dodds	Alfred Small
	Father James Goode

OFFICE OF THE COMMUNITY SUPERINTENDENT

Edna Greenspan	Early Childhood Supervisor
Jennie Berger	Mathematics Coordinator
Samuel Glicksman	Supervisor, Health and Physical Education
Mamie Hucles	Guidance Counselor
Mary Jordan	Reading Coordinator
Elsie Richardson	School Community Coordinator
Irving Roggen	School Psychologist
Lorelle Henry	Library Supervisor
Ella Ivy	Personnel Coordinator

STAFF FOR THE OFFICE OF REIMBURSABLE PROGRAMS

Charles Warren	Director of Reimbursable Programs
Michael Hooper	Director, Drug Abuse & Prevention
Jacques Nacson	Coordinator, Evaluation Component

STAFF FOR BILINGUAL OFFICE

Mercedes Miranda	Coordinator
Francisco Cabrera	Curriculum Specialist

SCHOOLS AND PRINCIPALS

P.S. 5	Jay Kaplan
P.S. 21	Adelaide Sanford
P.S. 25	Paul Murphy
P.S. 26	Savannah Gillespie
P.S. 28	Martin Wolkoff
JHS 35	Barbara Williams
P.S. 40	Seymour Friedman
JHS 57	Julia Williams
P.S. 81	Erthel Mitchell
P.S. 83	Junious Watford
P.S. 243	Joyce Washington
P.S. 262	Eustace Forde
P.S. 304	Samuel Laitman
P.S. 308	Leonard A. Clarke
P.S. 309	Robert Richardson
I.S. 324	Carl Johnson
P.S. 335	Philip Finkelstein

COMMUNITY SCHOOL DISTRICT 17

KEY

Type of School	Existing School	Funded for Construction	
		Construction Phase	Planning Phase
Elementary Schools	●	◐	◐
Middle Schools	⬢	◐	◐
Academic High Schools	■	◧	◧
Vocational High Schools	◆	◆	◆

☆ School for Socially and Emotionally Maladjusted Children

Ⓐ Ⓑ etc. Early Childhood Centers

Ⓝ Future School site authorized not yet funded for construction

Ⓧ School building used for administrative purposes

Ⓞ School surrendered by Board of Education

EEF New York City Educational Construction Fund Project

UDC New York State Urban Development Corporation Project

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DISTRICT 17
BOROUGH OF BROOKLYN

IMPROVEMENT IN BASIC SKILLS

Program: Reading

The District's primary goal is to improve the reading ability of all of its students. Two periods of reading per day are required of all teachers in the elementary schools. In the IS/JHS, pupils reading below level are programmed for periods of reading in addition to the regular Language Arts classes. On all levels a variety of materials and approaches are used. However, many classes in all schools use the Open Court Foundation Program for beginning reading.

In all schools there are Reading Resource and/or Corrective Reading Teachers and Educational Assistants funded through Title I and PSEN programs. They take a diagnostic-prescriptive approach to reading and provide intensive small group instruction for pupils to help them overcome skills needs.

Tax levy classroom teachers of pupils receiving help through funded programs have met with the District Reading Supervisor (grades 3-9) and the Early Childhood Supervisor (K-2). The goals of funded programs and the role of the classroom teachers have been reviewed during these meetings.

Program: Mathematics

In addition to the tax levy math program, District 17 has two additional programs for remediation, funded under Title I and PSEN. Students selected for this program are from 1.5 to 2.0 or more years below grade achievement level. Using a diagnostic prescriptive approach, teachers and educational assistants service small groups of students according to their instructional needs. Materials selected for this program are highly motivational, both concrete and abstract, including hardware and software. The use of the hand-held calculator, notably "The Little Professor", was a tremendous success this year.

Program: Bilingual Studies

Since District 17 has a large multi-lingual population, all schools have an E.S.L. program, and, in addition, a Bilingual program where there is a concentration of children speaking either Spanish or French. This program provides the opportunity for students whose English is limited to learn to speak English while at the same time they receive academic instruction in their native language. It also enables the bilingual youngster to preserve and enrich his cultural heritage.

District 17 also has a Bilingual Center for children ranging from pre-schoolers to 4th grade. The program provides 2 tracks: a French-English and a Spanish-English, providing the opportunity for foreign language students to learn English and for English-speaking students to learn French or Spanish.

Program: Early Childhood

The Early Childhood program provides a variety of approaches that emphasize the learning of basic concepts in reading and math. Programs such as Open Court and Alpha I which stress phonics are used as well as basal readers and a language experience approach. Paperback library books are circulated throughout the year and then given to the children to take home. In this way, the children are encouraged to start from Kindergarten and going on through the Second Grade. All teachers are encouraged to use manipulative materials so that the children get "hands-on" experiences, and are able to understand basic mathematical concepts.

Program: Library

There is an active library program, including multi-media centers, in many schools in the district. Consistently high circulation is encouraged by the close cooperation of the Librarian and the classroom teacher and the annual district-wide book report contest.

Program: Music

The vocal and instrumental music programs in the elementary schools have at least one teacher and sometimes two in each school. There are thirteen specialists in each of our Junior High/Intermediate schools. On both levels, the specialists and cluster teachers provide pupils with a variety of musical experiences. There is an In-School Training Program provided by the members of the Brooklyn Philharmonia who come in twice per month to give specialized instruction to those pupils in the instrumental program who show the most promise.

Program: Art

Every Elementary School has at least one Art cluster. Most Junior High and Intermediate Schools have three. As a result, most of the children in the District are assured of obtaining Art instruction in some form.

STAFF DEVELOPMENT

New teachers were offered a wide variety of In-Service courses and After-School workshops to assist them in improving their teaching techniques and classroom management. In addition, pre- and post-observation conferences were held and intervisitation was encouraged. Para-professionals received on-the-job training and attended many of the workshops offered by the district.

PUPIL PERSONNEL SERVICE

All elementary schools in District 17 have one guidance counselor. Each intermediate school has from two to three. A major goal of the district continues to be to foster career development programs in each of its schools.

They also provide direct services to school personnel in the public as well as nonpublic sector. They refer to Juvenile Family Court those children in need of the services of the court. Among their myriad activities they develop programs to ameliorate conditions in the District that interfere with child welfare.

PUPILS WITH SPECIAL EDUCATIONAL NEEDS

This is a model program that provides for individualization, specialized educational services to children who have not achieved well academically in the traditional classroom setting. The program is designed to raise reading and mathematic abilities of students. These pupils also have support from guidance counselors who help pupils and their families work through their problems which inhibit their academic progress. On-site pre- and in-service training and workshops are provided to upgrade staff development.

HEALTH AND SAFETY

Increased attention was given to emergency fire and shelter drills. School fire drills were held periodically. Security guards were used effectively and visitors were given passes upon entering the building. In Health Education, the major areas stressed this year were mental health and nutrition.

PARENT AND COMMUNITY PARTICIPATION

Parent Advisory Councils have been established in each school in the District and representatives have been selected. District evaluation of Title I programs are presented to the Parent Advisory Committee. In addition, programs are informally evaluated by pupils, teachers, supervisors and parents.

DESCRIPTION OF DISTRICT

Community School District 17 is located in the Crown Heights section of Brooklyn. This includes the area bounded by Atlantic Avenue on the north, by Clarendon Road on the south, by Tapscott Street on the east, and by Coney Island and Washington Avenues on the west. District 17 consists of 14 elementary and 5 intermediate schools. All of these schools have been designated as Title I schools for the year 1976-1977. District 17's pupil enrollment for the current school year, 1976-77 is 26,555 and includes Kindergarten through 9th grade. We also know that 4,729 pupils were enrolled last year in the District in grades 1 through 9 in 11

non-public schools which have been designated as eligible for Title I. District 17's estimate of the ethnic breakdown of its pupils enrollment is: Elementary Schools: Black 76%, Puerto Rican 14%, other including Chinese and American 10%. Junior High/Intermediate Schools: Black 82%, Puerto Rican 11%, other including Chinese and American 7%.

There is a high degree of transiency and a continual flow into the area of families from rural sections of the country as well as from Puerto Rico and the non-English speaking Carribean Island. As of December, 1976, there were 1099 French-speaking students enrolled in District 17's schools. The number of new arrivals from Puerto Rico is decreasing slightly.

COMMUNITY SCHOOL BOARD MEMBERS 1976-1977

Alva Buxenbaum	Seth Shapiro
Anna Boyarsky	Myrtle Thompson
Rosa Chavez	Manuel Young
Rita Gart	Malcolm Pine

OFFICE OF THE COMMUNITY SUPERINTENDENT

Louise Latty	Community Superintendent
Lawrence Kushner	Deputy Superintendent
Doris Bell	Coordinator-Para-professionals
Shirley Brady	Math Coordinator
Claire Brown	Supervisor of Funded Programs
Antonia Carranza	Coordinator of Bilingual Programs
Janis Eltz	Supervisor of Reading
Beatrice Fried	Coordinator of Science
Beverly Greenberg	Supervisor PSEN Program
Rahla Gold	Supervisor of Early Childhood
Asta Hairston	Supervisor of Music
Robert Jenkins	Coordinator of Drug Prevention Program
Ethel Shapiro	Coordinator of Reading Program
Elbert Strothers	Supervisor of Attendance

SCHOOLS AND PRINCIPALS

P.S. 91	Sol Mann (Act.)
P.S. 92	Thomas Famularo
P.S. 138	Abraham Marcus
P.S. 161	Leonard Epstein
P.S. 167	Lawrence Antoine
P.S. 181	Joan Mulvaney
P.S. 189	Heywood Fierstein
P.S. 191	William Samuels
P.S. 221	Benjamin Schindler
P.S. 241	Arthur Becker
P.S. 249	Malcolm Cooper
P.S. 289	Henry Samuels
P.S. 316	Barney Weiss
JHS 61	Gladstone Atwell
I.S. 210	James Spratley
I.S. 246	Ethelyn Rutledge
I.S. 320	Adele Charyn
I.S. 391	Maishe Levitan

COMMUNITY SCHOOL DISTRICT 18

KEY

Type of School	Existing School	Funded for Construction	
		Construction Phase	Planning Phase
Elementary Schools	●	◐	◍
Middle Schools	⬢	◐	◍
Academic High Schools	■	◧	▥
Vocational High Schools	♦	◆	◈

☆ School for Socially and Emotionally Maladjusted Children

Ⓐ Ⓑ etc Early Childhood Centers

Ⓕ① Future School site authorized not yet funded for construction

Ⓧ School building used for administrative purposes

Ⓞ School surrendered by Board of Education

ECF New York City Educational Construction Fund Project

UDC New York State Urban Development Corporation Project

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DISTRICT 18
BOROUGH OF BROOKLYN

IMPROVEMENT IN BASIC SKILLS

Program: Reading

The District's goal was to raise the mean reading level of all third through ninth grade pupils (below minimum competency) above what would have been expected based on previous histories of achievement. The results for every grade indicate an intervention policy which has allowed for substantial cognitive growth beyond that which would have been predicted on the basis of prior histories of achievement.

Program: Mathematics

The District's goal was to raise the mean mathematics level of all second through eighth grade pupils above what would have been expected based on previous histories of achievement. After seven months of intervention, every grade, but one, is now performing at or above the national norm. All the grades have achieved substantial cognitive growth beyond that which would have been predicted on the basis of prior histories of achievement.

STAFF DEVELOPMENT

Program: Staff Development of a Needs Assessment Instrument

The District's goal was to develop a school needs assessment instrument to assess perceived staff development requirements. All schools in District 18 participated in the development of the assessment instrument.

Program: Staff Conferences

Faculty and grade conferences and workshops were held in the schools throughout the District for teacher-training and sharing of instructional innovations in reading, mathematics and reading programs in schools throughout the District.

DESCRIPTION OF DISTRICT

District 18 encompasses the communities of Canarsie, East Flatbush, and a small portion of the Brownsville community in the southeastern area of the Borough of Brooklyn. From its extreme northwestern boundary situated near the geographic mid-point of Brooklyn, the District extends south and east to Jamaica Bay and the newly established Gateway National Recreation Area.

District 18 contains some of the most historic sites in New York City and in the nation. Its tree-lined streets, largely residential, represent a blending of long-settled, urban housing areas containing many one and two-family homes, with recently developed areas reflecting suburban living in a distinctly urban setting. Interspersed are occasional multiple dwellings and housing developments which provide the District's population density.

The District's regular program serves over 19,000 children in kindergarten through grade nine. This school population is housed in 13 elementary schools and 5 junior high schools consisting of 21 buildings and annexes.

The District is striving to achieve a naturally integrated society in all of its schools which will best serve the needs of its diverse socio-economic and multi-ethnic community, and an increasing enrollment of children whose dominant language is not English.

Thus, it presently operates an experimental bilingual mini-school for grades K-1, as well as one of the only three specialized pre-school programs for gifted children in New York City. District 18 also contains the largest special education and health unit for children in Brooklyn.

The District recognizes that there are many needs and problems of its widely disparate student population that cannot be completely met by tax levy sources and has made a commitment to the community to seek funding as aggressively as possible from other sources. Toward that end, the following represents a partial list of the competitive grants awarded to the District for the 1977-1978 school year: Instructional Support System Programs, Gifted and Talented Projects, Bilingual Programs and Services, a Basic Writing Program, a Consumer Education Program, a Metric Education Program, a Drop-Out Prevention Program, a Teacher Training Program, a Management Training Program, and Health and Nutrition Projects.

Constantly seeking effective ways to reach out to children in order to promote learning at all grade levels, District 18 has encouraged new ideas and innovative approaches to education which have provided unique learning experiences and services in its classrooms.

The District is continuing work on the development of its Instructional Support System in Mathematics which utilizes its own professional and supervisory staff as resource personnel. This systematic approach to Mathematics was introduced in all elementary schools in September, 1974, and in the junior high schools in 1975. This school year, the systematic approach was extended to other subject areas: Early Childhood Reading, Consumer Education, Bilingual Education, and Metric Education.

COMMUNITY SCHOOL BOARD MEMBERS 1976-1977

Jack Zimmer	Sylvia Frank
Charles Fazio	Rabbi Joseph M. Frankel
Doris Schultze	Stanley Gershbein
Senator Howard Babbush	Gerald Goodman
	Ralph J. Lizo, Jr.

OFFICE OF THE COMMUNITY SUPERINTENDENT

Harvey Garner	Community Superintendent
Nathan Gross	Deputy Superintendent
Donald Kaplan	Director of Pupil Personnel Services & Community Relations
Milton Anger	Director of Educational Development
Lawrence Sherman	District Business Manager

SUPPORT SERVICE PROGRAMS

(District-wide reimbursable and other special programs)

Sam Eiseman	Supervisor of Funded Programs
Clara Woodson	District Guidance Coordinator
Alvin Finkelstein	Health and Nutrition Supervisor
Wayne Trigg	Instructional Support Services Supervisor

SCHOOLS AND PRINCIPALS

P.S. 114	Harvey Weil
P.S. 115	Julius Tutnauer
P.S. 135	Sheldon Brookner
P.S. 208	Norman Desser
P.S. 219	Judah Frank
P.S. 233	Harold Margulies
P.S. 235	Evelyn Brotman
P.S. 242	Hyman Marks
P.S. 244	Jerome Tiegel
P.S. 268	Eugene Friedman
P.S. 272	Arthur Isman
P.S. 276	Alan Grossberg
P.S. 279	Norma Siegel
JHS 68	Nat Rothman
JHS 211	Arthur Forrest
JHS 232	Lillian Howitt
JHS 252	Albert Rogart
JHS 285	Milton Forrest
Bilingual Block	Carol Harris

COMMUNITY SCHOOL DISTRICT 19

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DISTRICT 19
BOROUGH OF BROOKLYN

IMPROVEMENT IN BASIC SKILLS

Program: Reading

District 19 provides a comprehensive diagnostic-prescriptive reading program utilizing a wide variety of methods and materials to meet individual pupil needs. A number of highly innovative programs include High Intensity Learning Centers, and use of computer services as part of diagnostic-prescriptive reading laboratories. The District is designated as a "Right-to-Read District", and is in the process of continuing to implement district and school-wide teacher-training programs.

Program: Mathematics and Science

Programs in Metrics and the "Objectives Based Mathematics Program" were created to meet specific needs. A program in ecology and preservation of natural resources with emphasis upon environmental education and career opportunities is an important part of the science curriculum.

Program: Art and Music

District 19 has provided leadership in the area of art education through its Art Resource Center which provides opportunities for experimentation with a variety of art media, in conjunction with other cultural centers.

District 19, in recognition of the contribution music can make to the other curriculum areas as well as to enhancing the quality of education for its pupils, has organized special classes in piano, a District Piano Club, special classes in string instruments, choral music, and in cooperation with parent groups continues to present music scholarships.

Program: Drug Abuse Education and Prevention (Reach Out)

An innovative school-based, drug education prevention and intervention program geared to work structurally with individual students, groups, parents and community organizations. The drug program has three (3) phases of operation: 1) identification of student drug abusers, users and experimentors 2) placement in the appropriate program service modality and 3) follow through involving student, school, parent and community. Reach Out also offers structured educational and cultural peer leadership activities to those students who have demonstrated high academic skills and leadership ability.

PARENT AND COMMUNITY PARTICIPATION

In addition to the many advisory committees of parents which relate to and participate in various district activities in order to further involve the community, the district has taken the lead in the organization of community-based programs which provide cultural carry-over to the curricular activities taking place in the schools. Parent cooperation and coordinated efforts of the district made possible two very successful conferences.

STAFF DEVELOPMENT

The traditional on-the-job training of staff by the principals and their supervisory staff is on-going and sustained. Specialist supervisors offer supplementary supportive services in the training of staff.

PUPIL PERSONNEL SERVICES

Counselors held individual conferences with pupils, parents and faculty as well as conducted group counseling and guidance sessions with youngsters. They assisted in recommending appropriate class and school placement for pupils and served as consultants to principals in selection and interpretation of tests and scores.

INNOVATION AND EXPERIMENTATION

District 19 has embarked upon a number of career education programs utilizing community resources. Liaison and working committees have been established to develop

curriculum and operational ties with Gateway National Park. A number of pupils participated in the "over-night camping program at Gateway".

In addition, District 19 provides a special swim and physical education program for more than 1,000 pupils each week and has pioneered and established model programs for providing physical education programs for special education children.

DESCRIPTION OF DISTRICT

District 19 is situated in the southeast section of Brooklyn. District 19 is bounded by Queens on the east, Jamaica Bay on the south, Van Sinderen and Louisiana Avenues on the west (with Brownsville and Canarsie just beyond) and a broad belt of park land and cemeteries to the north.

District 19 is responsible for the educational program for approximately 27,000 pupils in grades kindergarten through nine, housed in 34 school buildings and annexes within the District. District 19 is one of the largest in New York City in terms of pupil population and geographical area. Except for four schools, all the schools in the District qualify as Title I schools.

The District's full complement of staff includes approximately 130 supervisors, and guidance counselors; 1,300 teachers and secretaries; 500 paraprofessionals; 31 security guards; 29 custodians; and 189 school lunch workers.

The District is a diverse socio-economic and multi-ethnic community. The ethnic composition of the pupil population in Community School District 19 is: 54.7% Black; 36.1% Puerto Rican and Spanish surname; .13% American Indian; .7% Oriental; and 8.4% Other.

COMMUNITY SCHOOL DISTRICT NO. 19

COMMUNITY SCHOOL BOARD MEMBERS 1976-1977

Michael R. Long, President
Frances Abbracciamento, V. Pres.
Florence Klasewitz, Secretary
Augustus Dennis, Treasurer
Vito Battista
Carmen Gonzalez
Alice Harry
Diana H. Rudiano
Priscilla Wooten

OFFICE OF THE COMMUNITY SUPERINTENDENT

Oliver Gibson	Community Superintendent	Marvin Nevid	Attend. Supervisor
Vincent Swann	Special Assistant	Morton Levine	School Comm. Coordinator
Irving N. Feller	Executive Assistant	Florence Watson	Pupil Personnel Coordinator
Sidney Gerchick	Supervising Principal	Jacqueline Oster	Art Coordinator
Jeannette Davis	AP Assigned - Music	Joel Cohen	District Business Manager
Vincent O'Connor	AP Assigned - Health & Phys. Ed.		
Raphael Orellanes	AP Assigned - Bilingual Supervisor		

SUPPORT SERVICE PROGRAMS

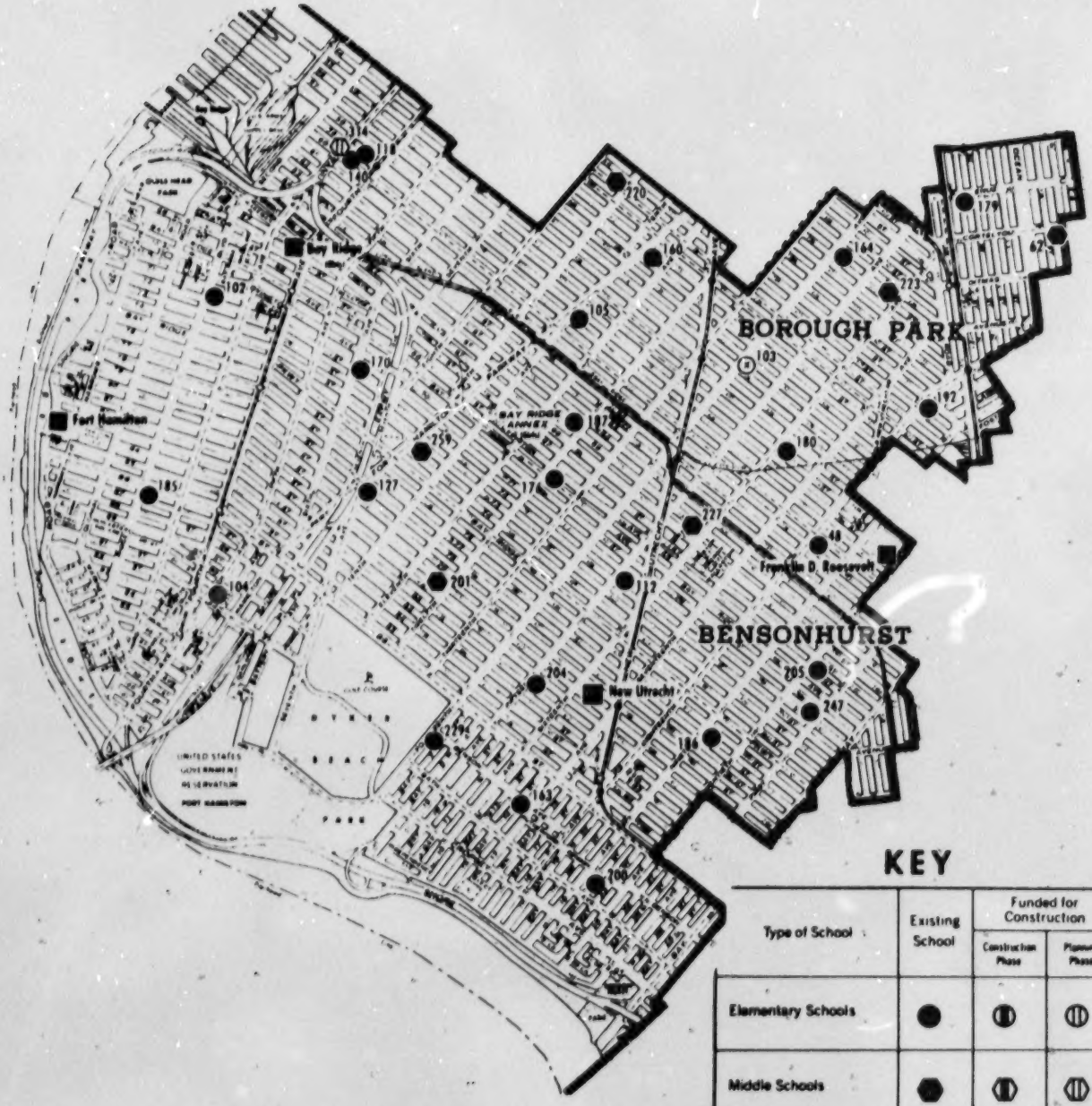
(District-wide reimbursable and other special programs)

Myron Post	Director, Reimbursable Program
Anita Harrison	Coord., Strengthening Early Childhood
Gertrude Giovanniello	Coord., Program for Reading Development
Mildred Jones	Coord., PSEN Program
Levander Lilly	Director, Reach Out

SCHOOLS AND PRINCIPALS

P.S. 13	Maria Power
P.S. 63	Audrey Delfyett
P.S. 65	Dr. Roy Blash
P.S. 72	Leonard Landsman
P.S. 76	Elbart Krieger
P.S. 108	Irving Satinoff
P.S. 149	Harvey Weintraub
P.S. 158	Jerome Cohen
P.S. 159	Murray Shakin
JHS 166	Milton Strong
P/I 171	Harold Zimmelman
P.S. 174	Dr. Nathan Davis
P.S. 190	Norman Graham
P.S. 202	Nancy Schuckman
P.S. 213	Stanley Hirshan
P.S. 214	Michael Galeno
I.S. 218	Gerald Klein
P.S. 224	Bertha Washington
P.S. 260	Phyllis Ludwig
P.S. 273	Ralph Colantuoni
I.S. 292	Theodore Wexler
I.S. 302	Lazarus Braffman
P.S. 306	John Bailey
P.S. 328	Stanley Lavnick
P.S. 345	Margaret Dixon
P.S. 346	Martin Rosansky
I.S. 364	Alan Bernstein

COMMUNITY SCHOOL DISTRICT 20



KEY

Type of School	Existing School	Funded for Construction	
		Construction Phase	Planning Phase
Elementary Schools	●	◐	◐
Middle Schools	⬢	◐	◐
Academic High Schools	■	◧	◧
Vocational High Schools	◆	◆	◆

☆ School for Socially and Emotionally Maladjusted Children

(A) (B) etc. Early Childhood Centers

(M) Future School site authorized, not yet funded for construction

(⊗) School building used for administrative purposes

(◎) School surrendered by Board of Education

NYC New York City Educational Construction Fund Project

UDC New York State Urban Development Corporation Project

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DISTRICT 20
BOROUGH OF BROOKLYN

IMPROVEMENT IN BASIC SKILLS

Program: Reading

Evaluations of the "Reading Success" program and "Strengthening Early Childhood" program showed significant gains for those children participating in the program.

The Reading and Art program has been broadened to include some of the intermediate schools.

Program: Mathematics

The fourth, fifth and sixth grades participated in a "Beat the Calculators" project which emphasized practice in the basic facts. There was a continuing emphasis on the metric system.

Program: Written Expression

The creative writing program "Write to Communicate" was introduced in six of the district's schools. The emphasis on written communication in all schools led to an increase in the number of school and class publications.

Program: Bilingual Education/Spanish

The bilingual program in P.S. 140 was expanded to include the sixth grade. A Greek bilingual program was started at P.S. 170 with funding from a New York State grant. Two bilingual booklets were developed. The booklet "Recordo" is the fourth in a series of Italian bilingual publications which pay tribute to various aspects of Italian culture. The Spanish booklet is a compilation of teacher-made seatwork activities for use in the Spanish reading program.

Program: Science

"Demonstration Teams" were developed in two junior high schools. These teams conducted science demonstrations for our elementary school children.

PARENT AND COMMUNITY PARTICIPATION

The district continued to play an active part in the community through representation in civic organizations and participation in community events (e.g. Halloween Art Contest, Ragamuffin Parade, Track and Field Meet.) Many of the school bands and glee clubs participated in the "Holiday Good Cheer" program and visited senior citizen homes and hospitals. There is active parental participation on the district committees.

STAFF DEVELOPMENT

A total of sixteen in-service classes were offered in the district. Twenty-five of our teachers received graduate credit for a course given under an ethnic heritage grant. Environmental education workshops were held.

HEALTH AND SAFETY

Of 11,391 children tested for hearing 179 were found to have a hearing loss or condition needing attention. 474 children out of 22,874 tested were found to have visual problems.

Using the "Piers-Harris Scale", it was found that students who participated in the structured group assistance program showed a significantly higher score in self-concept attitudes than students who did not participate.

PUPIL PERSONNEL SERVICES

Program: Guidance

The district continued its association with the National Alliance for Businessmen and added another school to "The Classroom Connection". Two junior high schools became

involved in the career education program sponsored by the Boy Scouts of America, Explorers Division.

INNOVATION AND EXPERIMENTATION

Introduction of a creative writing program,"Write to Communicate", in several schools. The district Reading Coordinator inaugurated this pilot program on the teaching of writing to elementary pupils. The program stresses a coordinated systems approach and will be continued during the next school year.

Introduced a district-wide mental arithmetic program for 4th, 5th and 6th graders, called "Beat the Calculator". Pupils competed on a school and ultimately on a district-wide level. Awards were provided in conjunction with local merchants.

Inaugurated a pupil-centered "Science Demonstration Team" concept, whereby junior high schools trained students to work with elementary school children. The teams visited feeder elementary schools, interacted with younger students and helped to upgrade elementary school science programs.

DESCRIPTION OF DISTRICT

District 20 is responsible for the educational program of approximately 25,000 pupils.

The district's complement of staff includes approximately 70 supervisors, 1,422 teachers, 65 school secretaries, 130 school aides, 17 school guards, 10 guidance counselors, 3 attendance teachers and 67 para-professionals.

COMMUNITY SCHOOL BOARD MEMBERS 1976-77

Marilyn Birnbaum, President
Lucretia Marcigliano, V-Pres.
Alan J. Gerber, Treasurer
Dennis C. McMahon, Secretary
Sal F. Albanese
Mafalda DiMango
Raymond L. Ferrier
Alan D. Gelbstein
Rita Levinsky

OFFICE OF THE COMMUNITY SUPERINTENDENT

Denis M. Fleming Community Superintendent

SCHOOLS AND PRINCIPALS

P.S. 48	Thomas J. Hiler
P.S. 102	Mary T. Connors
P.S. 104	Denis Moore
P.S. 105	Margaret Flanagan
P.S. 112	Carl Geraci
P.S. 127	Stanley Juneman
P.S. 140	Frank McGuire
P.S. 160	Arthur Simon
P.S. 163	Daniel J. Larocca
P.S. 164	Joseph Tedeschi
P.S. 170	Ralph Fabrizio
P.S. 176	Fred Ergang
P.S. 179	George Hoffman
P.S. 180	Rosemarie Carpitano
P.S. 185	Robert Cuccaro
P.S. 186	Sydney Gould
P.S. 192	Rose Wolfe
P.S. 200	Robert Schwimmer
P.S. 204	Vito Gennaro
P.S. 205	Irene Pyzkowski
P.S. 229	John Comer
P.S. 247	Robert Cohen
JHS 62	Edward Stern
JHS 201	Madeline D. Brennan
JHS 220	Arthur Flannery
JHS 223	*Mary Butti
JHS 227	Donald Del Seni
JHS 259	Nicholas Don Angelo

*Indicates Acting Principal

COMMUNITY SCHOOL DISTRICT 21

KEY

Type of School	Existing School	Funded for Construction	
		Construction Phase	Planning Phase
Elementary Schools	●	◐	◍
Middle Schools	⬢	◧	◫
Academic High Schools	■	▥	▤
Vocational High Schools	◆	◆	◈

☆ School for Socially and Emotionally Maladjusted Children

Ⓐ Ⓑ, etc. Early Childhood Centers

Ⓕ Future School site authorized, not yet funded for construction

⊗ School building used for administrative purposes

◎ School surrendered by Board of Education

FEF New York City Educational Construction Fund Project

UDC New York State Urban Development Corporation Project

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DISTRICT 21
BOROUGH OF BROOKLYN

IMPROVEMENT IN BASIC SKILLS

Program: Reading

The improvement of reading skills continues to be of paramount importance to District 21. In addition to the regular classroom reading instruction, supplemental reading service was provided to eligible students by reading specialists assigned to each of the Elementary and Junior High Schools. The program stresses individualization of reading skills using the diagnostic and prescriptive approach.

Dial 21, the exciting T.V. Reading and Language Arts Program, has been continued and still maintains a high level of success and interest.

Program: Mathematics

The developmental math program was supplemented by a corrective program where opportunities were offered for independent learning through the use of SRA materials. A substantial growth was noted. The metric system was introduced in several of the schools and an exciting Metric Carnival was held in one of the Elementary Schools as a most successful culminating activity.

Program: Science

The major objectives of the District science program were to develop in each pupil a knowledge of basic science concepts, and to develop an awareness of the current energy crisis in addition to focusing on Man and His Environment. We are especially proud of the Animal Laboratory in one of our Junior High Schools which is often visited by students from our 23 Elementary Schools. All schools participated in the District-Wide Science Fair and the exhibit was well attended by students, staff and parents. An extremely sophisticated Aerospace Dynamics program is offered in one of our Junior High Schools.

Program: Bilingual Education

The bilingual program continues to meet the varied needs of our students. In addition to our bilingual Spanish and bilingual Italian classes, provisions have been made to service children of Russian, Haitian, Vietnamese, and Cambodian backgrounds. To meet the needs of this multi-ethnic group, pupils were given intensive instruction in the English language and instruction in subject areas was reinforced in their dominant language.

Program: Art

A Pilot Project administered by the New York Foundation for the Arts in behalf of a private donor was instituted in one of District 21's Elementary Schools. The program featured am Artist in Residence and offered an opportunity for students of all grades to participate intensively in a stimulating and diverse Art program. The Artist also conducted workshops for teachers and parents who were most enthusiastic about the program.

One of our Junior High Schools has participated in the Arts in General Education Program (AGE). The program is designed to make all the Arts integral to the basic education of each child.

Opportunity was provided for students to explore the possibilities of seeking careers as professional dancers, musicians, painters, designers, etc. They were exposed to a braod range of choices.

HEALTH AND SAFETY (Drug Abuse Education and Prevention)

The Directions 21 staff has a target population of 12,000 youngsters from the fourth through the ninth grades and services the children and their parents. The staff is composed of licensed teachers with comprehensive specialized training in the drug prevention area. The program has been deemed one of the best in the city by the funding agencies.

SPECIAL EDUCATION

The education of handicapped children remains one of District 21's highest priorities. The district has approximately 900 students registered in 16 of its 29 schools. The children are mainstreamed to a great extent and have become an integral part of the schools they attend.

PARENT AND COMMUNITY PARTICIPATION

Parents are extensively involved in school and district programs. The school board meetings are well attended and parents actively participate in Community affairs. The District Parents Workshop continues to meet with the Superintendent on a monthly basis. The theme for the 1976-1977 School Year was "You Can't Spell Community Without Unity".

SUMMER ACTIVITIES

Reading remediation programs were held for both Elementary and Junior High School students in the the district and services were also extended to include neighboring Parochial Schools. The program was a tremendous success and reading improvement was noted in most of the students who attended.

INNOVATIONS

The District publishes a monthly Newsletter entitled, "Highlights 21" in which the achievements of all students and staff are recognized and noted with pride.

DESCRIPTION OF DISTRICT 21

1. District 21 is located in South Central Brooklyn. It comprises the communities of Coney Island, Brighton Beach, Gravesend Bay, Bath Beach, Bensonhurst and parts of Flatbush and Midwood.

2. The economic level of the district is primarily middle-class with several poverty pockets located in Coney Island. It is a community where people still care and take great pride in well-kept homes.

3. Ethnically, the district has four (4) major groups, Jewish, Italian, Black and Puerto Rican, with some small population of Russian, Haitian and Vietnamese. Some of our minority students come from other parts of Brooklyn through the Free Choice Open Enrollment Program.

4. Our school board members are representatives of the district and include attorneys, teachers and public-minded citizens. A total of five (5) school board members' children are enrolled in the district.

5. There are approximately 24,000 pupils in kindergarten through grade nine housed in 29 buildings, including two (2) kindergarten through Grade 8 schools, 21 Elementary Schools, 5 Junior High Schools and 1 Intermediate School.

6. The district's full complement of staff includes approximately 1,060 teachers, 126 paraprofessionals, 154 school aides, 31 school guards, 66 supervisors, 60 secretaries and 26 guidance personnel.

COMMUNITY SCHOOL DISTRICT NO. 21

COMMUNITY SCHOOL BOARD MEMBERS 1976-1977

Ira Horowitz, President	Herman J. Caponi, Vice-President
Marian Nagler, Secretary	Ralph Tarantino, Treasurer
Allen H. Zelon	Evelyn J. Aquila
Charles Spirgel	Donald Weber
	Abraham Cohen

OFFICE OF THE COMMUNITY SUPERINTENDENT

Bartelo E. Peluso	Community Superintendent
Stanley H. Bloch	Deputy Superintendent
Anne Ghiraldini	Executive Assistant
Beverly Lipschitz Levy	Guidance Supervisor
Ruth Krotosky	Guidance Counselor
Paula Alleva	Bilingual Coordinator
Sam Amster	Personnel Officer
William J. McCrory	Attendance Consultant
Stanley Ginsberg	Attendance Teacher
Isaac Jacobs	Attendance Teacher
Laurence Roebuck	Manager of Admin. & Business Affairs
Jack Shulman	Business Officer

SUPPORT SERVICES PROGRAM

(District-wide reimbursable and other special programs)

Ethel Tucker	Director of Funded Programs
Sidney Glassman	Director, Youthful Drug Abuse Program
Michael Geller	Ass't. Dir., Youthful Drug Abuse Program
Lucille Carlin	Coord., Open Enrollment Support Center
Edna Rozof	Teacher Trainer, O.E.S.C.
Lorraine Fox	Teacher Trainer, O.E. S.C.
Sylvia Warren	Reading Clinician, O.E.S.C.
Eugenia Tarantino	Reading Clinician, O.E.S.C.

SCHOOLS AND PRINCIPALS

JHS 43	Louis DelVecchio	P.S. 209	Ralph Cohen
P.S. 90	Edna Cohen	P.S. 212	Catherine Treglia
P.S. 95	Claire Silverman	P.S. 215	Fred Selsky
I.S. 96	Norman Goldenberg	P.S. 216	Howard Shapiro
P.S. 97	Robert Coleman	P.S. 225	Robert Goldberg
P.S. 99	James Downing	P.S. 226	Elinore Ehrlich
P.S. 100	Rose A. Donnelly	JHS 228	Meyer Wittlin
P.S. 101	James Mullaney	P.S. 238	Anna Kaplan
P.S. 121	Harriet Berke	JHS 239	Bernard Fishenfeld
P.S. 128	Bernice Marcus	P.S. 248	Margaret DeFazio
P.S. 153	Lillian Dinofsky	P.S. 253	Erwin Berman
P.S. 177	Richard Caliendo	JHS 281	Samuel Saltzman, (Act.)
P.S. 188	James Anello	P.S. 288	Margaret Nichols
P.S. 199	Frederick R. Wachtel	JHS 303	Morris Grob
		P.S. 329	Irwin Grossbard

COMMUNITY SCHOOL DISTRICT 22

KEY

Type of School	Existing School	Funded for Construction	
		Construction Phase	Planning Phase
Elementary Schools	●	◐	◐
Middle Schools	⬢	◐	◐
Academic High Schools	■	◧	◧
Vocational High Schools	◆	◆	◆

☆ School for Socially and Emotionally Maladjusted Children

Ⓐ Ⓑ etc. Early Childhood Centers

Ⓟ Future School - site authorized, not yet funded for construction

Ⓧ School building used for administrative purposes

◎ School surrendered by Board of Education

BEF New York City Educational Construction Fund Project

BDC New York State Urban Development Corporation Project

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DISTRICT 22
BOROUGH OF BROOKLYN

IMPROVEMENT IN BASIC SKILLS

Program: Reading

Reading scores parallel general academic achievement and relate to strengths and weaknesses in all curriculum areas. We have encouraged unique designs in individual schools with the knowledge that basic skills techniques and approaches are incorporated in all programs. We meet the needs of our children and serve the purposes and preferences of the professionals with varieties of organizational programs selected basal readers and decoding approaches and supplementary materials. The reading tests and follow-up programs indicate attention to analysis and prescription and channel the direction we take in terms of teacher/paraprofessional workshops, peer and parent tutoring.

Program: Language Arts

The Language Arts Program in District 22, in consonance with the most recent research, emphasizes the inter-relatedness of language arts to promote academic competence. Indeed a major thrust in our teacher training this year was to strengthen academic skills on all grade levels through focusing on observation and listening, reading and literature, speech and written expression. Most important is the recognition of the strong relationship between power in reading with power in speech and writing.

Program: Mathematics

Emphasis is placed on the diagnostic-prescriptive approach so that focus is on the individual child's needs and abilities. The topics of mathematics, i.e., number and numeration, operations with numbers, measurement, geometry, probability and statistics, are introduced in the primary grades and extended at each succeeding level.

Program: Science

Science education in District 22 aims at fostering children's interest in science, furthering ability to think critically, promoting skill in problem-solving and deepening understanding of man's relationship with the environment.

District 22 is engaged, experimentally, with an interdisciplinary project. Unified Science and Mathematics, in the Elementary Schools (USMES), which provides experiences for activities in math, science, language arts and social science skills as well as the scientific approach to problem-solving.

Program: Social Studies

The social studies program examines the past and gives emphasis to the present. It focuses on the development of responsible citizenship, on learning to make choices and planning for the future. District 22, in cooperation with the New York State General's Office, initiated a Consumer Advocates Program which has made our children aware of the New York State Consumer Laws.

Program: Music and Art

Music and art are used as interdisciplinary skills, bridging the gaps between subject areas. Art and music history encourage sensitivity and awareness and help to develop appreciation which sets the foundation for lifelong interests and for understanding of all communities.

Program: Audio-Visual and Library

Our media specialists include all the librarians and teachers so that non-print as well as print information is available to students in the library media centers and classrooms. Children are taught to interpret media symbols of all kinds and to interpret print and non-print information in receiving instruction as well as in reporting the results of their research.

Program: Bilingual Education

Non-English speaking children had bilingual instruction in native language

(Spanish) arts, science, social studies and mathematics. In addition to the Spanish Bilingual programs, provision was made for large numbers of its non-English Chinese and Haitian students to be tutored in several of our elementary schools.

Program: Special Education

The value of any society is reflected in what it can do for those members who are least able to care for themselves. Based on this criteria, District 22 now has 69 classes in Special Education to help children with various physical and/or emotional handicaps.

Program: Drug Abuse Prevention

This program focuses on a positive prevention approach through small group peer discussions, family contact and referrals and an Alternative Educational Program in the elementary and middle schools for students who have been held over or who are frequently truant.

SHEEPSHEAD BAY ADULT SCHOOL

Our Adult Education Program had over 21,000 adults registered for over 800 courses and over 3,000 pre-teeners registerd for over 120 courses. The course of things was determined by the educational needs indicated by the various population within the community.

DESCRIPTION OF DISTRICT

A community school district in addition to being a geographic area, is a "people" place: where they live, where they grow up, where they go to school, and where they work. It reflects the cultures, the interests, the needs, the skills, and the affluence of the citizenry.

To describe Community School District 22 in terms of its physical attractiveness is a tribute to those who have lived here for some time and to those who have more recently arrived.

There is a continuing, concerted effort to make available more and better housing for increasing numbers of residents. Since the area promises to retain its residential character, there is a great emphasis on the need for more educational, recreational, and transportation facilities.

The District is middle income with attractive, well-maintained homes. There is a changing ethnic and racial composition in the northern part of the District. The shore front is a pleasure area where a local boating industry thrives. There are several major shopping areas with subway and bus lines to get us there. We have several hospitals, private schools, and many churches and synagogues. There are small shop owners as well as larger businesses, small coffee shops and large restaurants.

There are 22 elementary schools, 2 intermediate schools, 3 junior high schools, 3 high schools, a community college, and many parochial and private schools. Brooklyn College, in the center of the District, enrolls thousands of students from all parts of the city and the nation.

In addition to all that, we still have parks, avenues and streets lined with those famous "trees" that "grow in Brooklyn".

But most important of all - we have a Community Superintendent, a Community School Board, supervisors, teachers, and parents committed to maintaining our high standards of education for our children.

... And education is ALIVE and DOING WELL in District 22.

COMMUNITY SCHOOL DISTRICT NO. 22

COMMUNITY SCHOOL BOARD MEMBERS 1976-1977

Samuel Amster
J. Shelley Applbaum
Patricia Belanoff
Eileen E. Byrne
Dr. Frank J. Macchiarola
Alan N. Maisel
Joseph Messina
Walter K. Sadowski
Harry Smoler

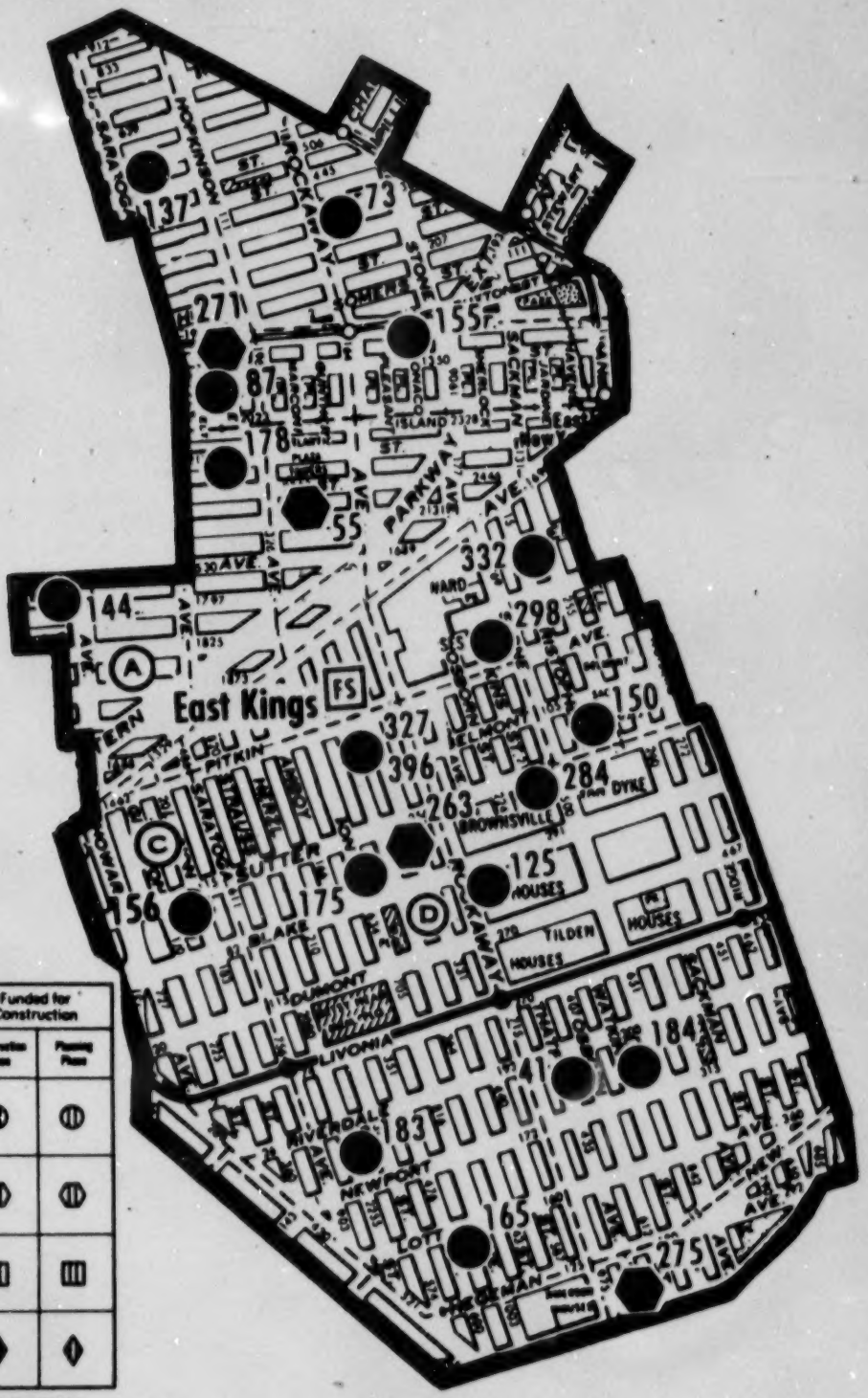
OFFICE OF THE COMMUNITY SUPERINTENDENT

Ralph T. Brande — Community Superintendent

SCHOOLS AND PRINCIPALS

P.S. 52	Bernice Brooks
P.S. 119	Stanley Fuss
P.S. 139	Alfred D. Herman
P.S. 152	Herbert Shapiro
P.S. 193	Harold Glasser
P.S. 194	Morris Pincus
P.S. 195	Frances Morgenstern
P.S. 197	John A. Graziani
P.S. 198	Eleanor Capson
P.S. 203	Sidney Aronson
P.S. 206	Hyman Marcus
P.S. 207	Ralph Levy
P.S. 217	Sylvia H. Samuelson
P.S. 222	Irving Bernstein
P.S. 236	Irving Rahinsky
P.S. 251	Cynthia Kamen
P.S. 254	Kathleen Flanagan
P.S. 255	Saul Koren
P.S. 269	Henry Rosenberg
P.S. 277	Hartley Zamore
P.S. 312	Myra J. Cohen
I.S. 14	Milton Greenberg
I.S. 78	Joseph Fino
JHS 234	Isidore Karbel
JHS 240	Bernard Fox
JHS 278	Pearl S. Newman

COMMUNITY SCHOOL DISTRICT 23



KEY

Type of School	Existing School	Funded for Construction	
		Construction Plans	Planning Phase
Elementary Schools	●	◐	◑
Middle Schools	⬢	◐	◑
Academic High Schools	■	◧	▥
Vocational High Schools	◆	◆	◈

☆ School for Socially and Emotionally Maladjusted Children

Ⓐ Ⓑ etc. Early Childhood Centers

Ⓕ Future School: site authorized, not yet funded for construction

Ⓧ School building used for administrative purposes

Ⓞ School surrendered by Board of Education

EEF New York City Educational Construction Fund Project

UDC New York State Urban Development Corporation Project

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DISTRICT 23
BOROUGH OF BROOKLYN

IMPROVEMENT IN BASIC SKILLS

Program: Joint (Title I/PSEN) Reading Labs

District 23 utilized a criterion referenced/diagnostic/prescriptive approach to reading in a laboratory setting. Each laboratory or set of laboratories have designed a management system with which to deliver these instructional services. The system includes initial placement and testing, instructional assignment (prescription) interim assessments, evidence of mastery or non-mastery of specific objectives, extended or new instructional assignments as well as a myriad of materials. All of this enables the teacher to personalize the content, rate and level for each student.

Program: Small Group Instruction (S.G.I.)

The Small Group Instruction (S.G.I.) component of Title I was designed to provide intensive remedial instruction in specifically identified reading skills to Title I eligible students. These services were provided by educational assistants assigned to each of the district's sixteen elementary schools and four intermediate/junior high schools.

The Reading Reinforcement Teachers gave instructional assistance, management suggestions and encouragement to the SGI educational assistants. Each teacher serviced ten schools. They spent a half-day a week in each school providing assistance in the most beneficial utilization of materials purchased for the program, as well as invaluable suggestions for instructor-made resources when purchased items are not productive.

Program: Mathematics

Jointly-funded PSEN/Title I Mathematics Laboratories were established in each of the elementary and IS/JHS within the domain of CSD 23, with the exception of P.S. 396. Each laboratory was staffed by a teacher and two paraprofessionals who serviced small groups of PSEN and Title I eligible children a minimum of three periods per week. As a consequence of the nature of the individualized criterion referenced/diagnostic/prescriptive methodology employed, provision was made for the student's progress and successful mastery of mathematics instructional objectives as assessed in relation to the ability of the student under consideration.

Complimenting the Mathematics Laboratory component was the implementation in all CSD 23 schools of the Title I SGI component. Utilizing the identical instructional system as that employed in the Mathematics Laboratory, SGI paraprofessionals delivered remedial instruction to small groups of the remaining Title I eligible students not selected for participation in the laboratory component.

Staff development activities were provided under the Title IV-C Basic Skills program implemented in P.S. 41 and the Title IV-C Diagnostic/Prescriptive Mathematic program based in Staten Island. Both programs were designed to enrich and enhance the mathematics instructional skills of participating teachers.

Program: Bilingual Education

Bilingual Program, a court mandate in all of New York City, was begun in District 23 before the court decree and as part of the basic tax levy program implemented in all schools. The goal of this program is to enable those students whose English language deficiency prevents their effective participation in the learning process, and who can more effectively participate in Spanish, to develop English language skills as rapidly as educationally possible. Students are tested every Spring with the Language Assessment Battery Tests to determine their eligibility.

Title I - English As a Second Language Lab - An ESL Lab has been developed in five schools to service students defined as target population. The lab offers a wide

variety of multi-media materials for grade levels 1 thru 8. The lab addresses itself to the following facets of English Language Arts: Listening & Viewing, Speaking, Reading, Writing, Independent Study.

Program 30 - Module 5 - These funds are used to improve bilingual education at all school levels. This district has elected to use the available funds to hire teachers to provide additional instruction for students in the bilingual programs in the district.

P.S. 332, under Title VII, is a school which serves as a model for Bilingual-Bicultural Development in the district. This model provides the best possible academic education in English and Spanish, promotes understanding among children and parents of different cultural backgrounds by their studying each other's cultures, discovering similarities and differences which make each group interesting to the other. The program seeks to achieve understanding by bringing paired classes together every day for culture studies, science and health. Parents attend weekly workshops.

HEALTH AND SAFETY

The H.E.L.P. (Health, Education, Learning, Prevention) Program Model for 1976-77 was the establishment of Alternate Classes, one each, in the Junior High and Intermediate Schools. There were two cycled classes for the entire year involving approximately 300 students in various counseling services. The behavior characteristics of these students ranged from negative attitudes and behaviors about themselves, school, authority, family and community to experimenting with drugs.

We serviced approximately 3,000 elementary students in our Prevention Component. They were given demonstration lessons in health and drug education. A selected number of elementary students exemplifying negative attitudes and behaviors were serviced by the Instructor of Addiction on a one-to-one and one-to-group basis.

PUPIL PERSONNEL SERVICES

District 23 had excellent communication and liaison with personnel serving on the District Mental Health Coordinating Council. This council is composed of representatives of the district pupil personnel team, medical and mental health services in the Ocean Hill-Brownsville area. It met monthly.

We have one guidance counselor who served the Title VII, Bilingual Program in P.S. 332-K. The guidance counselor was able to service a limited number of mono-lingual children who are assigned to the program.

The Special Education program increased classes in the C.E.H., H.C. 30, and Track IV programs. The C.R.M.D. Classes were reduced in number because of low registers. The Committee on the Handicapped functioned on a limited basis. This caused problems with the placement of children, review of these placements and re-evaluations.

DESCRIPTION OF DISTRICT

Community School District 23 is located in the Ocean Hill-Brownsville section of Brooklyn. It has a total school population of 15,000 students in grades kindergarten thru nine in 16 Elementary and 4 Junior High Schools. The District is bounded on the north by Broadway, on the east by Van Sinderen Avenue, on the south by Linden Boulevard, and on the west by 98th and Tapscott Streets and Saratoga Avenue.

All schools in District 23 are Title I eligible and a large majority of the children are on the free lunch program. The District's full staff includes approximately 754 teachers, 400 paraprofessionals, 120 school aides, 20 school neighborhood workers, 42 school secretaries, 12 guidance personnel and 5 attendance officer personnel.

The ethnic composition of pupil population in Community School District 23 is 80% Black and 20% Puerto Rican.

COMMUNITY SCHOOL BOARD MEMBERS 1976-77

Jeannette Gadson, Chairperson	Dorothy De Vouse
Lillian Carter, V. Chairperson	Henry Hill
Samuel D. Wright, Jr. Secretary	Francisco Rodriguez
Charles T. Hamilton, Legal Adv.	Antonia Vega
Bernard Zabusky, Treas.	

OFFICE OF THE COMMUNITY SUPERINTENDENT

Charles N. Wilson	Community Superintendent
Tulio Rodriguez	Deputy Community Superintendent
Florence M. Briggs	Supv. Principal & Executive Asst.
Walter T. Ward	District Business Office Manager
Veronica L. Mitchell	Supervisor of Guidance
Harcourt McClean	Supervisor of Attendance
Julia Washington	Early Childhood Coordinator
George Mapp	Personnel Office

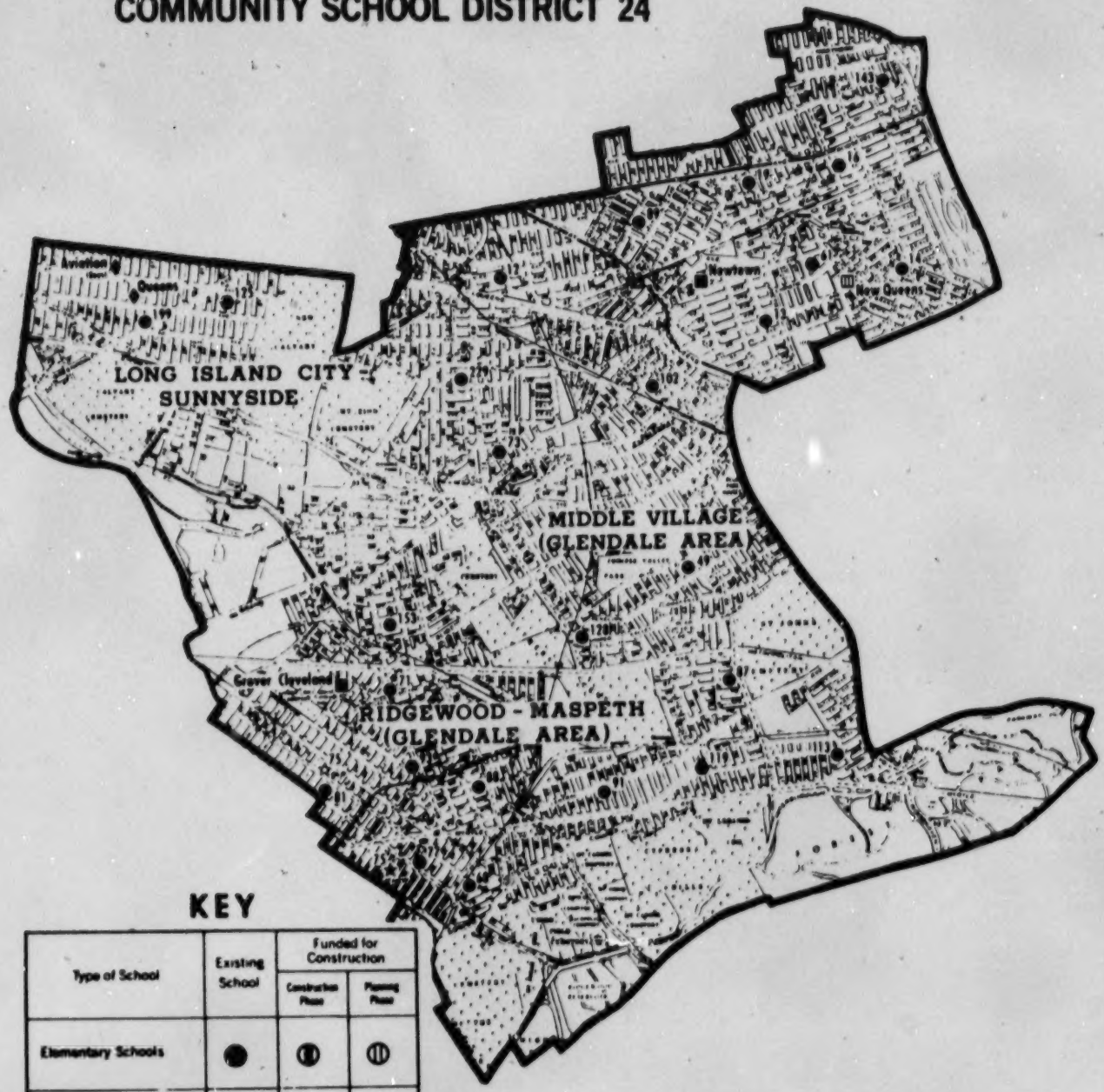
SUPPORTIVE SERVICE PROGRAMS
(District-wide Reimbursable and other Special Programs)

Nancy J. Scott	Director of Funded Programs
Virginia Benders	Director of PSEN Program
Barbara Jo Zimmer	Director of Evaluation
Aricelis Rodriguez	Coordinator of Bilingual Testing
Connie McCullough	Dir. of Health, Ed., Learning, Prevention
Stephen Rappaport	Coordinator of Math Instruction
Preston Washington	Community Relations Coordinator

SCHOOLS AND PRINCIPALS

P.S. 41	Herbert Ross
P.S. 73	William Williamson
P.S. 137	Julius Gray
P.S. 150	Robert Henry
P.S. 155	Albert Kisseloff
P.S. 156	Robert Gofter
P.S. 165	Hugh Griffith
P.S. 175	Nathan Alter
P.S. 178	Rupert Clarke
P.S. 183	Francina Braithwaite
P.S. 184	Redell Osgood
P.S. 284	Alfred Bronfin
P.S. 298	Humphrey Duncanson
P.S. 327	Margaret Williams
P.S. 332	Robert Fusey
P.S. 396	David Marcus
I.S. 55	Percy Jenkins
JHS 263	Clifton Webber
I.S. 271	Gregory Coleman, Jr.
JHS 275	Eversley Vaughan

COMMUNITY SCHOOL DISTRICT 24



KEY

Type of School	Existing School	Funded for Construction	
		Construction Phase	Planning Phase
Elementary Schools	●	◐	◐
Middle Schools	⬢	◐	◐
Academic High Schools	■	◧	◧
Vocational High Schools	◆	◆	◆

☆ School for Socially and Emotionally Maladjusted Children

(A) (B) etc. Early Childhood Centers

(M) Future School - site authorized - not yet funded for construction

(⊗) School building used for administrative purposes

(◎) School nonpublished by Board of Education

NYC New York City Educational Construction Fund Project

NYS New York State Urban Development Corporation Project

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DISTRICT 24
BOROUGH OF QUEENS

IMPROVEMENT IN BASIC SKILLS

Program: Reading

The successful diagnostic/prescriptive approach to reading is in its fourth year of implementation. The district maintains corrective reading centers in every elementary school and High Intensity Labs in every junior high school.

Program: Mathematics

The district continues to implement a diagnostic/prescriptive approach to developmental and corrective mathematics on the elementary and junior high school levels. Instruction has been expanded in the use of the metric system of measurement and enrichment programs are promoted for mathematically gifted pupils.

Program: Science

The basic curriculum stresses the development of scientific literacy, develops the children's ability to use scientific methods through skills development in observation, measurement, prediction, interpretation, control of variables and record-keeping.

Program: Social Studies

The thrust of the curriculum has been to present facts to children and help them learn the process by which they can arrive at judgments and develop key understandings in political, economic, social, scientific and cultural developments of our civilization. Pupils were encouraged to explore the artistic, musical, literary, social and religious implications of historical events and periods because of the new emphasis upon the Humanities apporach to the Social Studies.

Program: Music and Art

Six music specialists instructed students in each of the 19 elementary schools in an instrumental and/or vocal program. The best students participating in the daytime music program were selected to form a district-wide orchestra, band and chorus.

Classroom art activities included teacher-directed activities in painting, sculpting, weaving, sewing, printing, poster-making, constructing and assembling, collage and art appreciation.

Program: Health Education and Services

A comprehensive audiological service was provided for 12 schools in addition to a district-wide screening program for grades kindergarten, 1, 2, 4, 6 and 8 conducted in the other schools.

The dental health program in grades 1-6 provided pupils with kits containing toothpaste, toothbrush and instructions for effective brushing techniques in addition to programs with guest speakers, films, plays and role playing.

PARENT AND COMMUNITY INVOLVEMENT

Parent involvement manifests itself through participation in such activities as school-based membership and elections, attendance at monthly school board meetings, active membership on school-based committees, PTA participation and membership on reimbursable programs committees.

Meetings of these committees generally represent the views of a wide spectrum of community groups. Each committee sets up its own objectives for dealing with a particular aspect of school policy and provides a source of input to be acted upon and implemented by the district.

COMMUNITY SCHOOL BOARD MEMBERS 1976-77

Ann Pfoser Darby, Chairman
Josephine Podlovits, V. Chairman
Frances Ueckerman, Secretary
Louis F. Simeone, Treasurer
Kevin J. O' Keefe
Barbara Shore
Alva E. Tucker

OFFICE OF THE COMMUNITY SUPERINTENDENT

Anthony J. Sanfilippo	Community Superintendent
Virginia E. Morrissey	Executive Assistant
Anthony J. Spina	Special Assistant
Michaela J. Vilhotti	Dir., Federal & State Programs
Herbert Gallus	Business Manager
Kay Strenglein	Supervisor, Continuing Education

SUPPORT SERVICE PROGRAMS

(District-wide reimbursable and other special programs)

Michaela J. Vilhotti	Director, Federal and State Programs
Alan Feigelson	Coordinator, PSEN Programs, Evaluation
Tim Driscoll	Coordinator, Reading Programs
Steffani Martin	Coordinator, Bilingual/ESL Programs
Rachelle Schwadron	Resource Teacher, Diagnostic/Prescriptive Math Program
Catherine C. Anello	Coordinator, Project Friend (Narc. Ed. & Prev. Program)
Alice Lombardi	Coordinator, Mathematics
Barry Weisenfeld	Coordinator, Science, Library, Media
Michael Koss	Coordinator, Health Education, Health Services
Herbert Silverberg	Coordinator, Art, Social Studies, District Newspaper
Charlotte Mergentime	Coordinator, Learning Disabilities, School Volunteer Prog.

SCHOOLS AND PRINCIPALS

P.S. 12	Bernard Levine	P.S. 102	Sidney Zelman
P.S. 13	Sheila McDonnell	P.S. 113	Allen Gewirtz
P.S. 14	Walter Liff	P.S. 128	John Iorio*
P.S. 19	Maurice Abramowitz	P.S. 143	Thomas Rooney
P.S. 49	Dorothy DeSanto	P.S. 153	Erwin Kaufman
P.S. 68	Milton Schwartz	P.S. 199	Jack Birbiglia
P.S. 71	Bernard Daly	P.S. 229	Arman Colangelo
P.S. 81	Henry Richman	I.S. 61	Bernard Cook
P.S. 87	Fred Izzo	JHS 73	Patricia Ruddy
P.S. 88	Joseph Mehlman	JHS 93	George Salant
P.S. 89	Cleonice LoSecco	JHS 119	Bernadette Boyle
P.S. 91	David Levitman	JHS 125	Solomon Ellman

* Assistant Principal

COMMUNITY SCHOOL DISTRICT 25

KEY

Type of School	Existing School	Funded for Construction	
		Construction Phase	Planning Phase
Elementary Schools	●	◐	◍
Middle Schools	⬢	◐	◍
Academic High Schools	■	◧	▥
Vocational High Schools	◆	◆	◈

- ☆ School for Socially and Emotionally Maladjusted Children
- Ⓐ Ⓑ etc. Early Childhood Centers
- Ⓝ Future School site authorized not yet funded for construction
- Ⓧ School building used for administrative purposes
- Ⓞ School surrendered by Board of Education
- EEP New York City Educational Construction Fund Project
- UDC New York State Urban Development Corporation Proj

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DISTRICT 25
BOROUGH OF QUEENS

IMPROVEMENT IN BASIC SKILLS

Program: Reading

The major emphasis in the district reading program this year was on individualization of instruction. Specific pupil needs were met through the diagnostic-prescriptive approach, using either flexible small group or independent study teaching styles. Reading instruction was implemented with a wide range of study teaching styles. Reading instruction was implemented with a wide range of classroom and reading laboratory materials, which were chosen to teach and reinforce basic reading skills and to develop a love of reading through enjoyable and rewarding reading experiences. Once again the District 25 reading scores on the 1976 city-wide New York City Test of Reading exceeded the national and city norms in all eight grades tested.

Program: Mathematics

The "new New Math", which included the important elements of both new and traditional mathematics instruction, was the most widely used methodology. Along with the new math components which included an extended curriculum, teaching through understanding, and use of concrete materials to develop conceptual learning, the traditional elements of drill, reinforcement, and sequential instruction were maintained. In recognition of the importance of relating instruction to current experience and to future need, the mathematics curriculum, in addition to covering the basic New York City scope and sequence, was enhanced this year by attention to two important topics: the metric system and the use of the hand-held calculator in mathematics instruction.

Program: Social Studies

Along with fulfillment of the basic curriculum requirements in the social studies, the schools continued to make use of District 25's natural resource — its multi-ethnic community. This was particularly evident in the 1976-1977 school year in which an important thrust of the district-wide ESAA Title VII program was to foster intercultural understandings and mutual respect for human differences. The continuing emphasis on the bicentennial led to studies of the contributions of people of many cultures toward the building of modern America.

Program: Science

The New York City Hall of Science, once again hosted District 25's annual Elementary School Science Fair. Forty award-winning science projects from 18 of the elementary schools were placed in display cases to be viewed by the public. The junior high and intermediate schools were well represented at the annual City-Wide School Science Fair. Sixteen students received recognition for their projects. Schools continued to emphasize environmental education and the utilization of local resources for curriculum enrichment.

Program: Special Education

District 25's exemplary special education program - serving children from preschool age through junior high school - was expanded this year. More than a hundred special education classes, along with evaluation and placement services, were housed in 19 of its elementary, intermediate, and junior high schools. Instructional programs tailored to meet the children's specific needs were provided for a wide range of disabilities including children with retarded mental development, the brain injured, physically handicapped, emotionally handicapped, autistic, those with auditory and visual defects, as well as children with multiple undifferentiated problems.

Program: English as a Second Language and Bilingual Education

District 25's program in English as a Second Language for non-English speaking children was expanded this year to meet the needs of its growing multi-lingual population. Children of all nationalities who were not fluent in English were given special language instruction in the oral-aural program conducted by Teachers of English as a Second Language

or given special assistance by the classroom teacher, peers, or parent volunteers. Every school was provided with materials designed to offer sequential language instruction to non-English students. These materials included tapes, records, filmstrips, language machines, posters, manipulative objects, instructional pictures, workbooks, and games. The bilingual aspect of the program for non-English children was a Spanish-English instructional program for grades one through nine as mandated by the Aspira Consent Decree.

Program: Art and Music

Students created an impressive array of art work which was displayed at fairs, festivals and special exhibits. The intermediate and junior high schools offered art talent classes in addition to general art instruction. Film media productions were also noteworthy throughout the district. There were many musical productions and dance festivals presented by the students on all grade levels. The intermediate and junior high schools continued their excellent talent programs with approximately 20% of the student population involved in a major vocal or instrumental program. Each of the elementary schools received three performances during the course of the year by ensembles and soloists under the auspices of Young Audiences.

Program: Health and Physical Education

Movement education and physical fitness programs continued to highlight physical education in District 25 during the 1976-1977 school year. In addition, some of the junior high schools initiated co-educational physical education programs, and one elementary school introduced tennis into the sports curriculum.

Program: Foreign Languages

Foreign language instruction was part of the educational program in all the intermediate and junior high schools and in several of the elementary schools. Every intermediate and junior high school offered instruction in French and Spanish in all three grades, and two schools taught Italian in one or two grades. Students in some of the junior high schools produced foreign language newspapers. Despite the lack of special clusters, several elementary schools also offered some foreign language instruction.

Program: Drug Abuse Prevention Education

Project 25, the District 25 Drug Abuse Prevention Education Program, provided a multiplicity of services to the 29 schools in the district, and served approximately 9000 individuals. Two field staff members provided services to the 22 elementary schools. A team of four staff members served the seven intermediate and junior high schools. In-school services included self-awareness groups, humanistic education lessons, individual assistance, family assistance, and referrals. Faculty conferences were provided in several of the junior high schools in order to describe the current program.

PROFESSIONAL DEVELOPMENT

Four in-service courses were offered during the year. There were many training sessions and workshops conducted for personnel employed under federal and state funding. A comprehensive evaluation of materials for individualized instruction was prepared by this group and distributed to all schools. Through the district committees, school supervisors and district staff also produced informative booklets in several curriculum areas for district-wide distribution. The schools continued their close ties with the local colleges and universities.

COMMUNITY SCHOOL DISTRICT NO. 25

COMMUNITY SCHOOL BOARD MEMBERS 1976-1977

Nathan A. Abbe, President
Dolores H. Tannenbaum, V. Pres.
Allen V. Cappellazzi, Secretary
Daniel A. Castaldo, Treasurer
Edith K. Bergtraum
Dorothy D. Kaye
Joseph A. LaMonte
Harold B. McLaughlin
Stanley Witty

OFFICE OF COMMUNITY SUPERINTENDENT

Joan M. Kenny — Community Superintendent

Arlene M. Scherne	Executive Assistant	Adele Caputo	Reading Coord.
Milton Friedman	Supv. Music	Arthur De Santis	Science Coord.
Elna Razran	Supv. Guidance	Thomas Fenton	Health Coord.
Virginia M. Lee	Special Assistant	Lily Kaufman	Title I Coord.
Alice Riddell	Director, Drug Program	Robert Musacchio	Title VII Coord.
Harold Schwartzapfel	Director, State & Federal Programs	Rosemary Silverman	Attendance Coord.
		Audrey Simon	Curriculum Coord.
Lillie Tannenbaum	District Business Manager	Arnold Cohen	Attendance Teacher
		Elton C. Williams	Attendance Teacher

SUPPORTIVE SERVICE PROGRAMS

(District-wide Reimbursable and Other Special Programs)

Project 25.....	District 25's Drug Prevention Education Program
P.S.E.N.	Remediation of Learning Deficits in Children Grades One Through Nine
ESEA Title I ..	Improved Reading Achievement for Optionally Assigned Children
ESAA Title VII	Individualized Instruction in Integrated School Settings
ESAA Title VII	Open Enrollment Support Center
ESEA Title III	Mini Grants

SCHOOLS AND PRINCIPALS

P.S. 20	Benjamin Falon	P.S. 169	Ira Toff
P.S. 21	Jack Siegel	P.S. 184	Eugene Mirsky (Act.)
P.S. 22	Oscar Hochberg	P.S. 193	Mildred Schwartz
P.S. 24	Joseph Katz	P.S. 200	Elaine Lulka
P.S. 29	Alvin Stack	P.S. 201	Philip Levinson (Act.)
P.S. 32	Eleanor Rouse (Act.)	P.S. 209	Floreete King (Act.)
P.S. 79	Edward Harmon	P.S. 214	Lorenza Washington
P.S. 107	David Leibowitz	P.S. 219	Robert Roxenberg (Act.)
P.S. 120	Andrew Gruber	I.S. 25	Samuel Rothstein
P.S. 129	Patricia Larkin	JHS 168	Melvin Schwartz
P.S. 154	Bernard Glickstern	JHS 185	Donald Zwerling
P.S. 163	William Minogue,Jr. (Act.)	JHS 189	Jerome Rosovsky
P.S. 164	Louis Ricca	JHS 194	Robert Greenhill
P.S. 165	Daniel Andronofsky (Act.)	I.S. 237	Oscar Cohen (Act.)

COMMUNITY SCHOOL DISTRICT 26

KEY

Type of School	Existing School	Funded for Construction	
		Construction Phase	Planning Phase
Elementary Schools	●	◐	◍
Middle Schools	⬢	◐	◍
Academic High Schools	■	◧	▥
Vocational High Schools	◆	◆	◈

☆ School for Socially and Emotionally Maladjusted Children

(A) (B) etc. Early Childhood Centers

(P1) Future School site authorized not yet funded for construction

(X) School building used for administrative purposes

(O) School surrendered by Board of Education

(EC) New York City Educational Construction Fund Project

(UDC) New York State Urban Development Corporation Prop

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DISTRICT 26
BOROUGH OF QUEENS

IMPROVEMENT IN BASIC SKILLS

Program: Reading

Maximizing the use of the corrective reading program; special attention to underachievers; further attention to children in the middle range; extending reading skills in the content areas; developing individualized diagnostic/prescriptive approaches; utilizing our district Reading Activity Pack as an additional resource in diagnosis and remediation; screening early childhood children for possible learning difficulties and planning appropriate follow-up measures.

Program: Mathematics

Continued emphasis on the laboratory approach; maximizing the use of the corrective mathematics program; development of individualized diagnostic/prescriptive approaches; continued attention to the Metric System; continued emphasis on the basic computational and problem-solving skills.

Program: Language Arts

Continued emphasis on handwriting, spelling and expressional writing skills; implementing district guidelines in preparing junior high school students for the experience of writing formal research papers.

Program: Science

Continued science teaching in all grades with emphasis on experimentation and individualization; utilizing the services of the district planetarium to the extent possible; encouraging participation in school Science Fairs, science publications and related telecasts.

Program: Social Studies

Continued emphasis on the development of research, map and globe skills and the broader concepts of critical thinking; utilizing trips to extend learnings.

Program: Music

Basic music instruction in all the grades to the extent possible; enlisting financial assistance from community organizations in maintaining our district elementary and secondary school orchestras.

Program: Health

Continued emphasis regarding the dangers of drug, alcohol and tobacco abuse; continued availability of the special Counseling Classes to provide alternate programs for youngsters with severe learning and personal problems.

OTHERS:

Developing attitudes of self-challenge and determination in effectively and innovatively utilizing all available resources; increasing the effectiveness of budget-imposed school organizational patterns and personnel measures, enlisting student teachers and volunteers in appropriate school programs; continuing programs for children with limited language facility; exploring the feasibility of expanded special education facilities.

COMMUNITY SCHOOL BOARD MEMBERS 1976-1977

Lee Goldman, President	Dorothea Kuritzkes
William Caulfield	Maralyn Lipner
Vincent J. Dwyer	Peter D. McKenna
Charlotte Green	Rev. Thomas J. O'Rourke

Helene Zaro

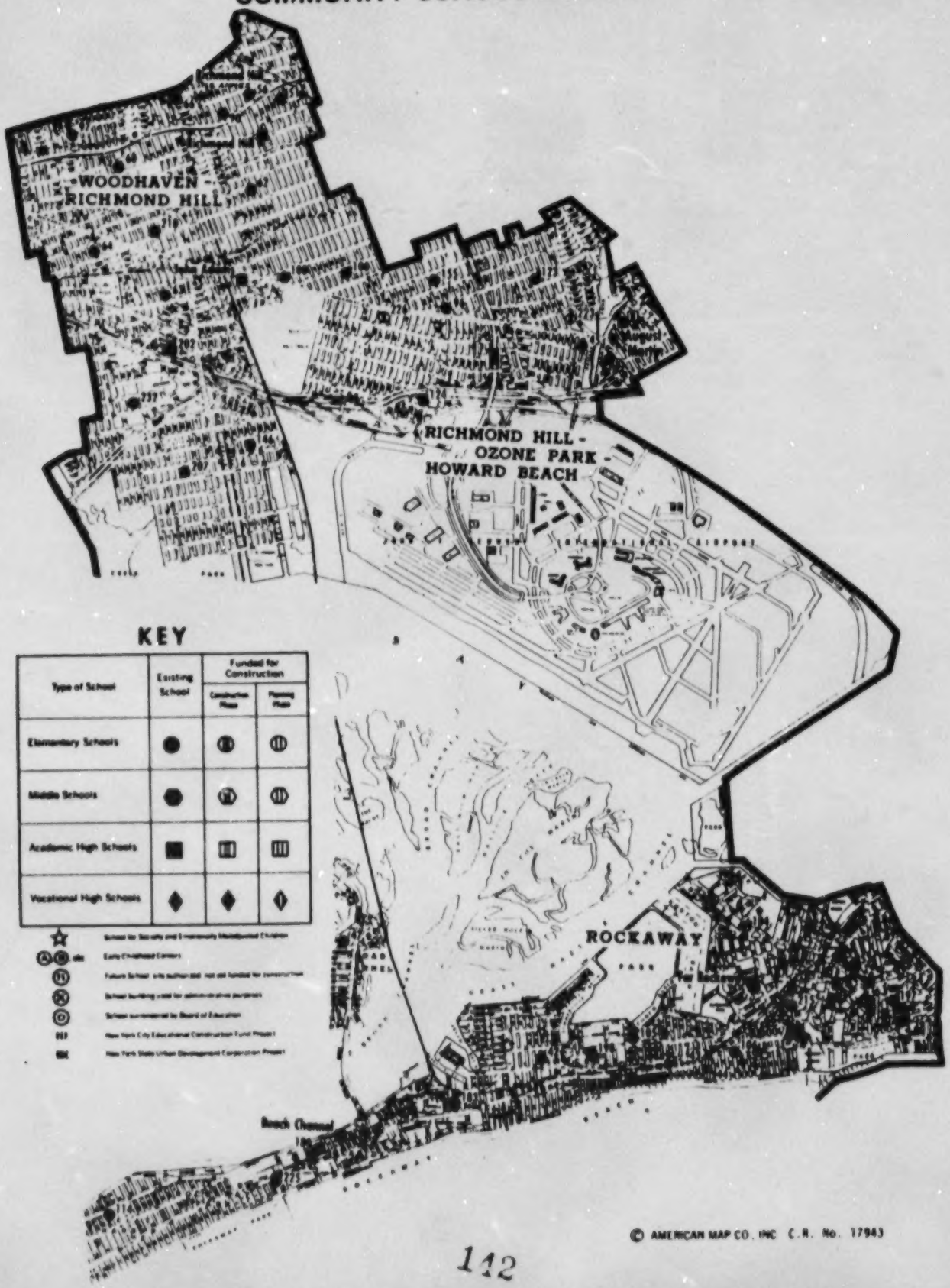
OFFICE OF THE COMMUNITY SUPERINTENDENT

Marvin Weingart	Community Superintendent
Fred Greenbaum	Special Asst. to Com. Supt.
Viola Cleaves	Executive Assistant
Rudy Caggiano	Supervisor - Continuing Ed.
Phyllis Gonon	Director - Funded Programs
Norma Brewster	Coordinator - Chapter 71 Reading
Dorothy Minsley	Coordinator - PSEN
Rita Ragger	Coordinator - Reading
Evelyn Schaefer	Guidance Counselor

SCHOOLS AND PRINCIPALS

P.S. 18	Ernest Caponetti
P.S. 26	Murray Sussman
P.S. 31	Beverly Hirschorn
P.S. 41	Matthew Schwartz
P.S. 46	John Piselli
P.S. 94	Rudolph Hirschler
P.S. 98	Thomas Caetan
P.S. 115	Joseph Botkin
P.S. 130	Irene Fiteni
P.S. 133	Felix Berman
P.S. 159	Frieda Kufeld
P.S. 162	Patrick Infantino
P.S. 173	Herman Bogdan
P.S. 177	Frank Witson
P.S. 178	Martin Greenbaum
P.S. 186	Florence Klein
P.S. 188	Seymour Sundick
P.S. 191	Jean Downey
P.S. 203	Alvin Yurman
P.S. 205	Seymour Weinstein
P.S. 213	Carl Ullman
P.S. 221	Berton Lax
JHS 67	Jack Sunshine
I.S. 74	Irving Kamil
JHS 158	Harold Kobliner
JHS 172	Louis Brasz
JHS 216	Seymour Sternberg

COMMUNITY SCHOOL DISTRICT 27



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DISTRICT 27
BOROUGH OF QUEENS

IMPROVEMENT IN BASIC SKILLS

Program: Reading

The emphasis is on the individualization of instruction in reading and math. A diagnostic reading program was implemented to identify areas of deficiency and give instruction in the basic skills to increase vocabulary and reading comprehension.

Program: Mathematics

The developmental approach was used to teach children mathematical concepts as well as automatic skill development. Teachers were trained in the use of contracts in Math.

Program: Music

Schools involved in the Young Audiences Program found it most effective in providing children the opportunity to enjoy "live" music and to participate in a musical experience.

Program: Social Studies

Children were made aware of their role in polictical processes by participating in class-wide and school-wide elections.

Program: Science

The science program stresses experiential learning learning through discovery. To further this end, trips, experiments, etc., were encouraged.

Program: Staff Training

An intensified program of teacher-training was on-going throughout the school year. Individual conferences, faculty conferences and classroom demonstrations were used to achieve this goal.

PARENT AND COMMUNITY INVOLVEMENT

Parent committees functioned in areas of curriculum, parent liaison committees, participation in fund raising activities and voluntary service to schools in such areas as tutoring, trips, breakfast program, etc.

DESCRIPTION OF DISTRICT

District 27 comprises two distinctive geographic areas: (1) The Mainland Area. This consists of the southwestern quadrant of Queens contiguous to and east of the Queens-Brooklyn boundary, south of Forest Park and the cemeteries and contiguous to and west of District 28. The mainland area includes: Woodhaven, Richmond Hill, Ozone Park, South Ozone Park, Baisley Park, and Howard Beach. (2) The Rockaway-Broad Channel Area. This consists of Broad Channel, an island located in Jamaica Bay, and the entire Rockaway Peninsula West of Nassau County Boundary. This area includes Far Rockaway, Bayswater, Wavecrest, Edgemere, Arverne, Holland, Hammels, Rockaway Park, Belle Harbor, Neponsit, Breezy Point, plus Fort Tilden.

District 27 is responsible for the educational program of 29,468 children in grades Kindergarten through 9 (as of 10-31-75), housed in 35 school buildings, 1 mini-school, 8 portable classes, and one leased location.

District 27 is the largest (in numbers and area) of the seven Queens Community Districts.

Of the district's 35 schools, 16 are Title I schools.

The staff of District 27 includes the following as of 5/1/76; 79 supervisors, 1,300 teachers, 30 guidance personnel, 2 attendance teachers, 73 secretaries, and 271 paraprofessionals.

District 27 has a diversity of population in terms of ethnic and racial composition and socio-economic level. Its mainland area consists largely of middle-class residential areas having one and two-family dwellings with a concentration of apartment housing in the northwestern corner of Howard Beach. The District's Rockaway area is one which is undergoing dynamic change in terms of new housing and growing population. In many ways it is a microcosm of the total City of New York having areas of very high income, middle income, and poverty all located within a relatively few short miles. In addition, being multi-racial and multi-ethnic, the Rockaway Area has great variety of housing types ranging from private homes and luxury high rise buildings to marginal dwellings and low-income housing projects.

The official ethnic composition of District 27 (as of 10/29/76) is: Black 11,620 (38.2%), Indian or Alaskan Native 7 (0.0%), Asian or Pacific Islander 349 (1.2%), Puerto Rican 2,800 (9.2%), Other Spanish Surnamed American 739 (2.4%), White 14,899 (49.0%).

COMMUNITY SCHOOL DISTRICT NO. 27

COMMUNITY SCHOOL BOARD MEMBERS 1976-1977

Arlene Pedone, President, 7/1-10/9/76
Irving Kizner, President, 10/11/76-6/30/77
Osmond Church
Philip Gold
Marie J. Krasner
Horatio Proce
Sallejane Seif
Clarence E. Witherspoon
Walter K. Wornick

OFFICE OF THE COMMUNITY SUPERINTENDENT

Marvin R. Aaron	Community Superintendent
Seymour Fruchter	Deputy Superintendent
Edward Reecks	Director, Reimbursable
Edward O'Malley	Director, Drug Program
Paul Friedman	Supervisor, Guidance
Leonard Jacobs	Supervisor, Attendance
Joseph Lynch	Supervisor, Continuing Education
Abby Kessler	Coordinator, Curriculum
Lucy Kerwin	Business Manager
Elizabeth Seluga	Personnel Officer
Barbara Deemon	Secretary to Superintendent

SUPPORT SERVICE PROGRAMS

(District-wide reimbursable and other special programs)

TITLE I - ESEA
- Reading Laboratories - Paraprofessional Involvement & training
- Math Laboratories
- Bilingual Laboratories
- Optional Assignment Laboratories

TITLE VII
- Bilingual Laboratories

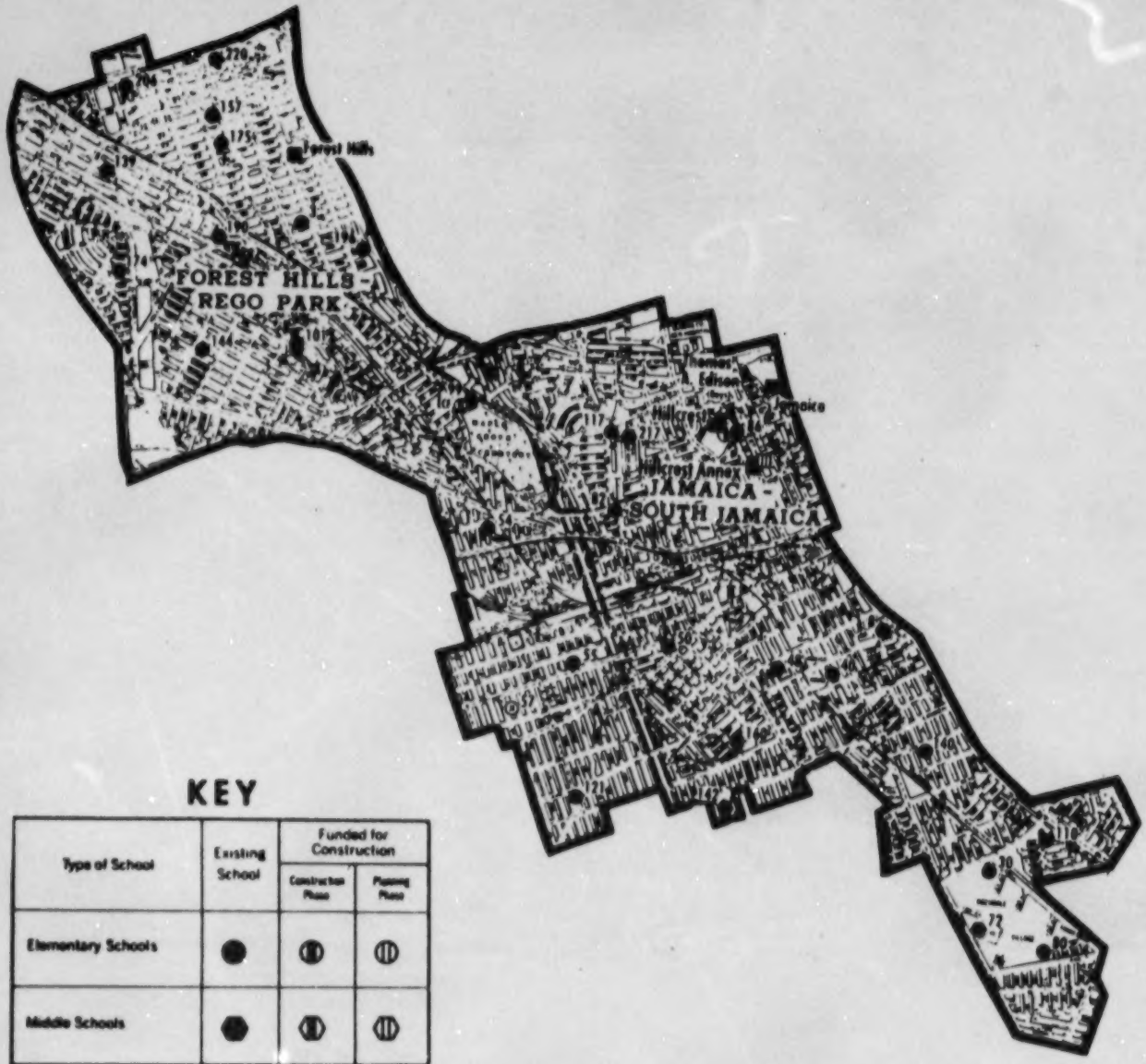
SPECIAL NEEDS
- Reading Laboratories - all schools

LINKAGE PROJECT
- All intermediate and junior high schools

SCHOOLS AND PRINCIPALS

P.S. 42	Eula Stephens	P.S. 114	Melvin Wortman
P.S. 45	Lorraine Harper	P.S. 123	Patricia Gordon
P.S. 47	Ann O'Keefe	P.S. 124	Samuel Peyer
P.S. 51	Evelyn Matera	P.S. 146	Lawrence Wolsky
I.S. 53	Michael Margello	P.S. 155	Robert Taylor
P.S. 60	Andrew Gatto	JHS 180	Alexander Metzger
P.S. 62	Irving Schutzman	P.S. 183	Loretta Winters
P.S. 63	Selma Rosen	P.S. 197	Herbert Karp
P.S. 64	Irwin Price (1-30-77)	JHS 198	Madeline Cahill
	Rosalyn Oratz (2-1-77)	JHS 202	Nathan Falk (1-30-77
P.S. 66	Seymour Litman		Leo Benardo (2-1-77)
P.S. 90	Mitchell Learner	P.S. 207	Samuel Rabinoff
P.S. 96	Olivia Ward	JHS 210	Alfred Freed
P.S. 97	Marvin Schwartz	P.S. 215	Herbert Tillem
P.S. 100	Vincent Romano	P.S. 223	Marnell Thomas
P.S. 104	Margaret Ahern	P.S. 225	Leonard Zuckerman
P.S. 105	Homer Montague	JHS 226	John Baxter
P.S. 106	Edward Levitan	P.S. 232	Howard Krauss
P.S. 108	Harold Walters		

COMMUNITY SCHOOL DISTRICT 28



KEY

Type of School	Existing School	Funded for Construction	
		Construction Phase	Planning Phase
Elementary Schools	●	◐	◐
Middle Schools	⬢	◐	◐
Academic High Schools	■	◧	◧
Vocational High Schools	◆	◆	◆

☆ School for Socially and Emotionally Maladjusted Children

Ⓐ Ⓑ etc. Early Childhood Centers

Ⓟ Future School site authorized - not yet funded for construction

⊗ School building used for administrative purposes

◎ School surrendered by Board of Education

SCF New York City Educational Construction Fund Project

UDC New York State Urban Development Corporation Project

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DISTRICT 28
BOROUGH OF QUEENS

IMPROVEMENT IN BASIC SKILLS

Program: Reading

The diagnostic-prescriptive reading approach is used to individualize instruction so that it meets the individual needs, abilities and interests of all students.

Program: Mathematics

Our math program is enhanced by math labs in our schools which contain a variety of contemporary math materials set up for use by small groups of children.

Program: Bilingual Education

There is instruction in Spanish and English in bilingual classes and an ESL component for schools with many languages.

Program: Library

School personnel planned demonstration programs in Career Education throughout the district.

YEAR'S HIGHLIGHT EVENTS

The instructional needs of children were assessed through the pre-testing program. Teacher reference materials were distributed to help enrich the instructional program. Workshops were conducted for teachers and paraprofessionals. We prepared and distributed a district brochure, "Summary of Special Programs: Demonstrations, Innovations, Experiments" which described the various programs in our schools.

College consultants conducted in-service training sessions for the pre-kindergarten staff. These sessions were mandated by the state to help the staff grow in ability to observe and record pupil growth and development. The winner of the District Spelling Bee went on to win the City-Wide Competition and placed third in the National Contest. Our students won many city, national and even international contests and awards.

OTHER HIGHLIGHT EVENTS

An effective records control system has been established to permit follow-up and feedback; budget projections are prepared for the Community School Board to permit continuous budget monitoring; an effective system for the Reimbursable Advisory Committee has been established to involve parents, schools, and community organizations; meetings have been held with all schools and parents association presidents on zoning, school budgets and special allocations; an administrative calendar has been developed for school use; meetings have been held with district administrative staff to permit feedback and improvement of schedules and working conditions.

DESCRIPTION OF DISTRICT

District 28 is situated in Central Queens. It encompasses Forest Hills, Rego Park, Kew Gardens, Jamaica, South Jamaica, and Rochdale Village, parts of South Ozone Park and Richmond Hill. The District is responsible for the educational program of over 23,068 pupils in grades kindergarten through nine, housed in twenty-eight school buildings and three annexes within the District. The District is one of the largest Districts in Queens. Eleven schools qualify for State and Federal Aid programs, based on poverty levels. However, seven schools are receiving schools for Optional Assignment children who are bussed from other areas.

The District's full complement of staff includes approximately 944 teachers, approximately 250 paraprofessionals, school aides, and school neighborhood workers, 20 school guards, 70 supervisors, 70 secretaries, and 9 guidance personnel.

The District is a diverse socio-economic and multi-ethnic community. The District is clearly divided geographically on the above basis.

COMMUNITY SCHOOL BOARD MEMBERS 1976-1977

Joyce Keld, President
Margaret Offenberger, V. Pres.
Katherine James, Secretary
Phoebe Wiener, Treasurer
Marianne Loser
Seena McDougall
Roberta McKenzie
Michael Stern
Enid Zimmerman

OFFICE OF THE COMMUNITY SUPERINTENDENT

Arnold Raisner, Ph.D.
Community Superintendent
Cecelia K. Michael
Deputy Superintendent
William Buchan
Adm. of Personnel
Lewis C. Butti
Adm. of Instruction
John Geraghty, Dir.
Drug Abuse & Prev. Prog.
Edward Gibson, Coord.
Reimbursable Programs
Carolyn J. Green, District
Business Office
Gladys Pena, Coordinator Bilingual
Programs
Frederic Griffin, District Business
Officer
Neil Kreinik, Assistant Coordinator
Math Specialist
Margaret Langlois, Research Assoc.,
Reimbursable Programs
Hervie Madison, Adm. Pupil Personnel
Services
Loretta McKillop, Adm. Special Pro-
grams & Curriculum
Lillian Taynor, Reading
Coordinator

SCHOOLS AND PRINCIPALS

I.S. 8	George Korot
P.S. 30	Ursula Day
P.S. 40	Bess Reynolds
P.S. 48	Edwin Sturman
P.S. 50	Joseph LoCastro
P.S. 54	Siegfried Bickoff
P.S. 55	Norman Weisman
I.S. 72	Theodore Holmes
P.S. 80	Mary Mason
P.S. 82	Lawrence Goldner
P.S. 86	Edwin Jaufmann
P.S. 99	Edward Morris
P.S. 101	Charles Bechtold
P.S. 117	Benjamin Dorogusker
P.S. 121	Leon Greenberg
P.S. 139	Arnold Kohn
P.S. 140	Ralph Sattethwaite
I.S. 142	Maurice McNeil
P.S. 144	Mortimer Weingart
JHS 157	Dominic Uzzi
P.S. 160	Eugene Roberts
P.S. 174	Ralph Weintraub
P.S. 175	Eli Nieman
JHS 190	Frank Jackson
P.S. 196	Morris Nierman
P.S. 206	Stanley Stern
P.S. 220	Marcia Knoll
JHS 217	Harold Baron

COMMUNITY SCHOOL DISTRICT 29

KEY

Type of School	Existing School	Funded for Construction	
		Construction Phase	Planning Phase
Elementary Schools	●	◐	◑
Middle Schools	⬢	◧	◨
Academic High Schools	■	▥	▤
Vocational High Schools	◆	◆	◇

☆ School for Socially and Emotionally Maladjusted Children

Ⓐ Ⓔ etc. Early Childhood Centers

Ⓝ Future School (site authorized, not yet funded for construction)

Ⓧ School building used for administrative purposes

Ⓞ School surrendered by Board of Education

NYF New York City Educational Construction Fund Project

NYC New York State Urban Development Corporation Project

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DISTRICT 29
BOROUGH OF QUEENS

IMPROVEMENT IN BASIC SKILLS

Program: Reading

The Diagnostic Reading Program serviced 3,285 children in 22 elementary schools, providing screening, testing and diagnosis of students identified through standardized test scores as being in greatest need or those identified as non-readers. The PRAIS program provided diagnostic and prescriptive services for pupils in our intermediate and junior high schools identified as 1.5 years or more below grade level. The Individualized Reading Program provided reading activities to meet individual needs, abilities, and interests of all students.

Program: Mathematics

A concentration of effort was made to determine individual deficiencies and to provide suitable remediation. The Special Program for Elementary Children (SPEC) was designed and conducted to upgrade abilities through a laboratory skills approach and through the use of multi-sensory materials.

Program: Art and Music

The art program featured art exhibits, instruction in the use of found materials, and involvement in city-wide and borough-wide contests. Correlation with academic subjects was stressed. The music program included instruction in guitar, song flute, and recorder.

Program: Black Studies

The use of multi-media resources and individualized approaches made students more fully aware of Black heritage, including a background in African history and an understanding of the contributions of famous Black Americans.

Program: Bilingual Education

The district experienced a growth in the number of non-English speaking students and programs were expanded to develop skills in English through an intensive instructional program which, at the same time, provided for adademic progress utilizing the native language of the child.

GUIDANCE

The district BCG Team utilized a diagnostic approach to help individual students to adjust in the school system.

MEDIA AND LIBRARY

Students were encouraged to produce films and television programs to promote active involvement with media. Librarians enriched the Individualized Reading Program and stressed individual needs. The district Instructional Media Library provided quick access to all media materials, workshops, and technical services for all district programs.

Program: Social Studies

The program provided a source of appreciation of our history, our diverse cultural patterns, our mores and values, our geography and its influences, and our responsibilities as citizens in today's society.

HEALTH EDUCATION AND DRUG ABUSE PREVENTION

The district's drug abuse program, Project Youth, conducted intensive group and individual assistance sessions to help young people to cope with problems without dependence on any chemical substance. Health education, including safety, personal hygiene, detection of hearing and vision defects, and drug abuse prevention was a major emphasis in every classroom.

ATTENDANCE

From September, 1976 through June, 1977, the average percentage of attendance

in the elementary schools was 90.0. In the junior high and intermediate schools, it was 87.5.

PARENT AND COMMUNITY INVOLVEMENT

Parents participated in various councils, committees, and forums which gave them a greater opportunity to voice their opinions and to gain greater knowledge in the operations of the district.

STAFF DEVELOPMENT

Various in-service courses, offered during both the fall and the spring term, provided opportunities for growth in those areas identified as most important by the professional staff.

DESCRIPTION OF DISTRICT

District 29 is situated in the southeast section of Queens, which includes portions of Jamaica, Rosedale, Laurelton, Springfield Gardens, Hollis, St. Albans, and Queens Village.

Boundaries - Union Tpke., Surrey Pl., Midland Pkwy., Henley Rd., Sommerset St., Cambridge Rd., Sono Dr., Santiage St., Nero Ave., Palermo St., Keno Ave., Marengo St., G.C. Pkwy., 212 St., Whitehall Terr., 215 Pl., G.C. Pkwy., Springfield Blvd., Braddock Ave., Winchester Blvd., 88th Ave., Cross Island Pkwy., Nassau Co. Line, 248th St., Kennedy Int. Airport, 153rd Pl., Southern Piwy., Rockaway Blvd., 140th Ave., N.Y. Blvd., Southern Pkwy., 186th St., 140th Ave., Farmers Blvd., Old Southern Div. of L.I.R.R., 129th Ave., Eveleth Rd., Montauk Div. of L.I.R.R., 120th Ave., Merrick Blvd., Main Line of L.I.R.R., 168th St., G.C. Pkwy., 164th St.

District 29 was responsible during the 1976-1977 school year for the educational program of approximately 26,000 pupils in grades kindergarten through nine, housed in 28 school buildings and 6 annexes and mini-schools within the District.

Seventeen schools in the District qualified as eligible for special Federal Assistance; 17 Title I Public Schools, 2 Title I Optional Assignment Receiving Schools, and 7 Title I Non-Public Schools.

The District's full complement of staff included during the 1976-1977 school year approximately 1,200 professionals, 110 paraprofessionals, 122 school aides, and 32 school guards.

COMMUNITY SCHOOL DISTRICT NO. 29

COMMUNITY SCHOOL BOARD MEMBERS 1976-1977

Hugh A. Scott, Pres.	Sally Schwartz, Exec. Assistant
Bishop Donald G. Ming	Jean Reantillo, Sec. to the Board
Sandra Petker	Leo Rosen
Desiree Greenidge	James G. Gadsden
Brendan McElroy	Dolores Grant
	Warren Weinstein

OFFICE OF THE COMMUNITY SUPERINTENDENT

Howard Rosenstein	Com. Supt.	Julius Zeidman	Supv. Guidance
Florence C. Friedlander	Deputy Supt.	Harold Minsky	Dir., R.D.C.
Jacqueline A. Browne	Exec. Asst., Curr. & Admin.	Millicent Gormandy	Reading Spec.
		Janet Katz	Reading Spec.
Stanley W. Schlessel	Exec. Asst., Comm. Relations & Admin.	Lois Samuel	Dir., Proj. Youth
		Eugene C. Gibney	PRAIS Coord.
John E. Watson	Dist. Mgr. of Admin. & Bus. Affairs	Aura Gangemi	Title VII Coord.
		Hilda K. Kirsch	Library
Dorothy Bugle	Dist. Bus. Officer	Benedict A. Rubino	Title I Math.
Frances O'Keefe	Personnel Officer	Selma Greenfield	Speech Consultant
Francis O'Donnell	Supv. of Cust. & Dist. Main. Coord.	Ray DeBold	Liaison Supv.
		Helen Schlagel	Psychologist
Murray Hoffman	Dir., Funded Programs	Myra Goodman	Psychologist
Gloria Smith	PSEN Coord.	Dave Rosenbaum	Psychologist
Earl Roberts	Supv. of Attendance	Irene Erlichman	DAD Guid. Counselor
Marguerite Smerechniak	Supervisor of Art	Dina Lenzo	Social Worker
Alan E. Staple	Audio-Visual Tech.	Jack Stein	Social Worker
June Timmins	Supv. of Music	Richard L. Stoving	Media Specialist
Muriel Green	Supv. of Science		

SUPPORTIVE SERVICE PROGRAMS

(District-Wide Reimbursable and Other Special Programs)

Title I	Reading Diagnostic Centers	Title III	2 Minigrants
Title I	Early Childhood Center	Title IVC	Graphics Expression Reading Program
Title I	PRAIS (Proj. to Raise Achievement in Int. Schools)	Title VII	Project Success
Title I	Special TESL/Bilingual Project	PSEN	Reading Diagnostic Centers
Title I	SPEC (Spec. Program for Elem. children - Math)	PSEN	JHS Reading Program
		PSEN	Alternate Achievement Academy
Title I	Non-public School Plug-in Prog.		
Title I	Parent Advisory Component	PSEN	Instructional Media Library
Title I	Optional Assignment Indiv. Tutoring (Reading) Program		

SCHOOLS AND PRINCIPALS

P.S. 15	Reginald Landeau	P.S. 135	Bernard Lenahan
P.S. 33	Edward M. Funk	P.S. 136	Dorothy Frohberg
P.S. 34	Eudice Stadlen	P.S. 138	Joseph Post
P.S. 35	Harvey Nagler	P.S. 147	Albert Fox
P.S. 36	Joseph Downey	P.S. 156	Sidney Guss
P.S. 37	Lawrence Saken	P.S. 176	Elizabeth Gilliard
P.S. 38	Morton Meisner	P.S. 181	Louis Aranoff
P.S. 52	Lloyd Backus	P.S. 195	Robert D. Waldman
P.S. 95	Harry Swanson	P.S. 251	Dorothy Moore
P.S. 116	Elaine Davis	JHS 59	Seymour Lebenger
P.S. 118	Sidney Hollander	JHS 109	Sydney Goodman
P.S. 131	Theresa B. Casey	JHS 192	William Harris
P.S. 132	Hortense Merritt	JHS 231	Joseph Brennan
P.S. 134	Sidney Roth	I.S.238	Stanley R. Lisser

COMMUNITY SCHOOL DISTRICT 30

KEY

Type of School	Existing School	Funded for Construction	
		Construction Phase	Planning Phase
Elementary Schools	●	◐	◍
Middle Schools	⬢	◐	◍
Academic High Schools	■	◧	▥
Vocational High Schools	◆	◆	◈

☆ School for Socially and Emotionally Maladjusted Children

Ⓐ Ⓑ etc. Early Childhood Centers

Ⓟ Future School - site authorized, not yet funded for construction

Ⓧ School building used for administrative purposes

Ⓢ School surrendered by Board of Education

ECF New York City Educational Construction Fund Project

UDC New York State Urban Development Corporation Project

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DISTRICT 30
BOROUGH OF QUEENS

IMPROVEMENT IN BASIC SKILLS

Program: Reading

The District's mean grade equivalents for grades 2-9 for the 1976-77 Citywide Reading Tests appear below. In Grades 7, 8, and 9, the mean grade equivalents are either identical with the norm for the grade, or slightly below. Mean grade equivalents in the elementary grades were invariably above the grade norms.

GRADE	9	8	7	6	5	4	3	2
NORM FOR GRADE	9.8	8.8	7.8	6.8	5.8	4.8	3.8	2.8
MEAN GRADE EQUIVALENT	9.7	8.5	7.8	7.0	6.3	5.5	4.3	3.0

Program: Mathematics

The only grade tested in the 1976-77 Citywide testing program was Grade 5. Norm for the grade was 5.8; the District's mean grade equivalent was 6.7.

PARENT AND COMMUNITY PARTICIPATION

Parents have been involved in the schools' programs through such activities as Parents Association meetings, parent participation in the selection of principals, and Advisory Council on Reimbursable Programs. After-school use of the district's school buildings was granted to various community organizations and close ties were maintained with neighboring LaGuardia Community College. A broad-based instructional Affairs Committee of the Community School Board developed a new intermediate and junior high school report card which was pilot tested in two schools.

STAFF DEVELOPMENT

At the school level, staff training was carried out through group and individual conferences with teachers, classroom observations and staff bulletins. Additional staff development was provided through after-school in-service courses, workshops for new teachers and training sessions for paraprofessionals.

Program: Drug Abuse Education and Prevention

The program focused on intervention strategy and peer group involvement and participation. Special emphasis was placed on pupils whose behavior indicated that they were high risk candidates for drug abuse. An objective was to bring about a positive attitudinal change in behavior which would prevent drug experimentation and use.

Program: Safety and Security

Each school prepared a comprehensive safety plan in collaboration with teachers and parents. Conferences were held with various community agencies to continue and intensify the school safety programs.

PUPIL PERSONNEL SERVICES

Program: Guidance

Guidance Counselors handled inter-district and inter-school referrals, suspensions, court liaison and related activities. The Bureau of Child Guidance assigned social workers, psychologists and a psychiatrist to the district to provide services to classes for emotionally-handicapped pupils.

DESCRIPTION OF DISTRICT

District 30 is situated in the northwestern part of Queens. Its boundaries extend from the East River westward to Grand Central Parkway and from 23rd Avenue, Berrian Boulevard, and Grand Central Parkway southward to Roosevelt Avenue. It embraces the communities of Astoria, Corona, East Elmhurst, Jackson Heights, Long Island City, and Woodside.

The District has an enrollment of over 24,000 pupils in Grades Kindergarten through 9, housed in 25 school buildings and 3 mini-schools. A new intermediate school (I.S. 227, Queens) is under construction.

The District is a diverse socio-economic, multi-ethnic and multi-lingual community with a large industrial area. Greek, Italian, and Spanish are its predominant foreign languages. The Astoria area is reputed to have the largest Greek population in the country.

The ethnic composition of the pupil population in the Community School District is approximately:

Black	21%
Oriental	6%
Puerto Rican & Spanish Surnamed	25%
Other	48%

COMMUNITY SCHOOL DISTRICT NO. 30

COMMUNITY SCHOOL BOARD MEMBERS 1976-77

Antoinette N. DiMauro, Pres.	Thomas J. McGovern
Thomas Bullaro	Terrence K. Quinn
Charlotte Friedman	Sibyl Silberstein
Barbara Galvin	Donald P. Stewart
Helen M. Hoffman	Rosalyn Grossman, Exec. Ass't.

OFFICE OF THE COMMUNITY SUPERINTENDENT

Sol Silver	Com. Superintendent	Kathleen Gerlad	Guidance Coordinator
Vivian Anemoyanis	Supv. Bilingual Ed.	Betty Hill	Supv. Drug Ed. Program
James Culligan	Supv. Cont. Ed.	Edward Hume	Supv. Attendance
Robert Colasuonno	Dist. Bus. Officer	Herbert Landau	Supv. Guidance
Leonard Fagen	Personnel Dir.	Milton Mayefsky	Supv. Reimbursable Program
Robert Fanning	Dep. to Supt.	Audrey Sadowsky	Executive Assistant
Elizabeth Ferris	Business Mgr.		

SUPPORTIVE SERVICE PROGRAMS

(District-wide reimbursable and other special programs)

Title I - ESEA

Teacher - Paraprofessional Reading Teams
Teacher - Paraprofessional Math Teams
Optional Assignment
Non-Public School Programs

Title VII - ESEA - Bilingual Education

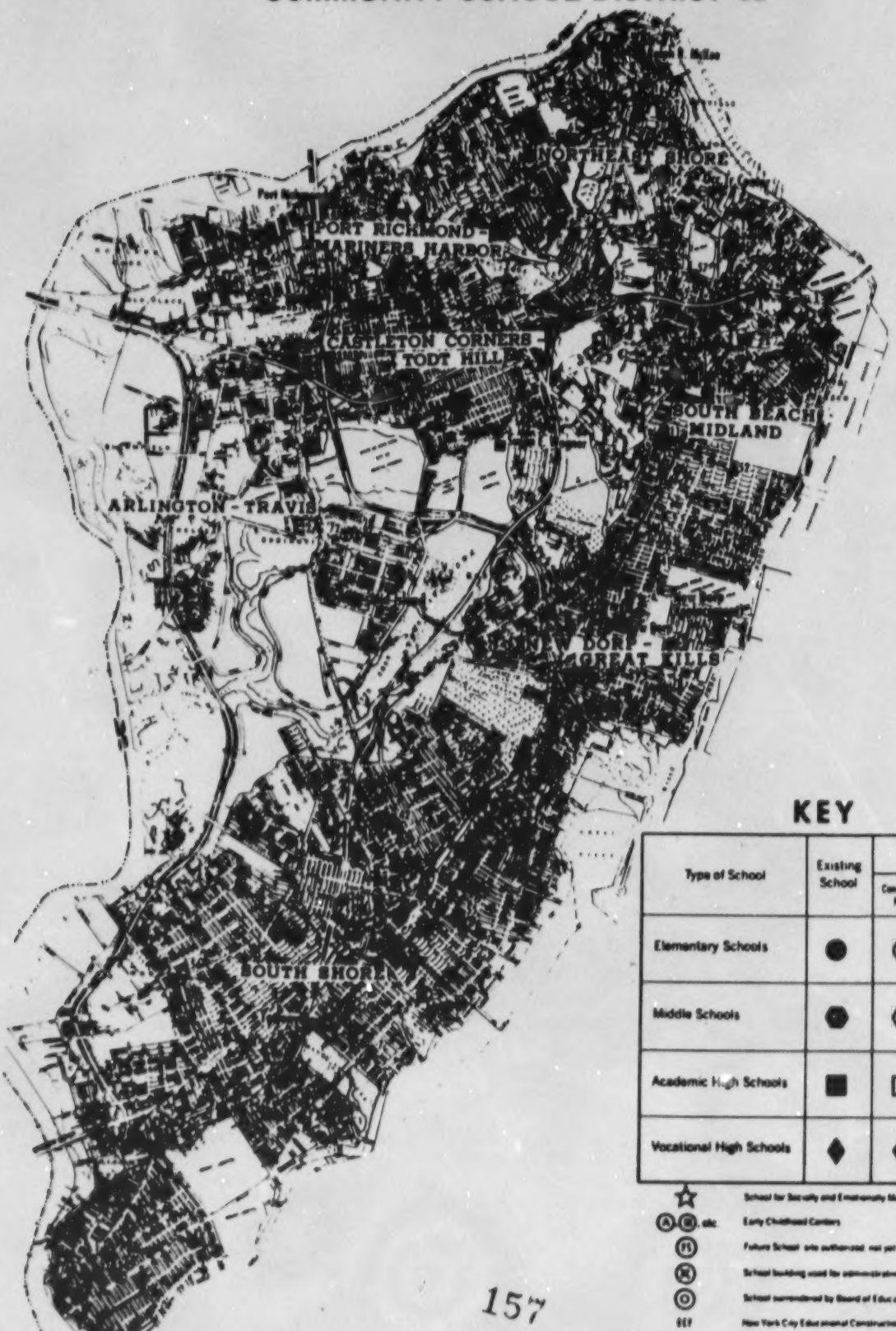
Operation Return
Program for Pupils with Special Educational Needs
Project SHARE (Drug Education and Prevention)

SCHOOLS AND PRINCIPALS

P.S. 2	Alfred Zimberg	P.S. 127	Thomas Cullen*
P.S. 11	Kathryn Phelan	P.S. 148	Ruby Allen*
P.S. 17	Stuart Gale	P.S. 149	Thelma Prince
P.S. 69	Bert Ludwig	P.S. 150	Irwin Berkowitz
P.S. 70	Ellen Maguire	P.S. 151	Theodore Dorsky
P.S. 76	Philip Zemmel	P.S. 152	Samuel Robbins
P.S. 84	Joan Comyns	P.S. 166	Melvin Reiss
P.S. 85	Lucille DiBiase	P.S. 171	Donald Marks
P.S. 92	Lee Garfield	JHS 10	Eugene Agler
P.S. 111	Harry Schachner*	I.S. 126	Mildred Vogt
P.S. 112	Florence Chazon	JHS 141	Lawrence Solow
P.S. 122	Anthony LoCurto	I.S. 145	Marvin Rosen
		JHS 204	Dr. Anne Zill

*Interim Acting Principal

COMMUNITY SCHOOL DISTRICT 31



KEY

Type of School	Existing School	Funded for Construction	
		Construction Phase	Planning Phase
Elementary Schools	●	◐	◐
Middle Schools	⬢	◐	◐
Academic High Schools	■	◧	◧
Vocational High Schools	◆	◆	◆

☆ School for Socially and Emotionally Maladjusted Children

Ⓐ Ⓑ etc. Early Childhood Centers

Ⓟ Future School site authorized, not yet funded for construction

Ⓐ School building used for administrative purposes

Ⓞ School surrendered by Board of Education

EEF New York City Educational Construction Fund Project

UDC New York State Urban Development Corporation Project

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DISTRICT 31
BOROUGH OF STATEN ISLAND

IMPROVEMENT IN BASIC SKILLS

Program: Reading

Improvement of teacher competency in reading instruction was continued under direction of Reading Supervisor through: techniques, programs, strategies, which offer such emphases as strong and early decoding as well as comprehension, the learner-centered approach, diagnostic/prescriptive techniques, individualization of instruction and reading incentive as part of the Language Arts and content area continuum.

Special Program: (1) Diagnostic/Prescriptive reading (2) PSEN (3) Cooperative Diagnostic Reading Center (4) Staff Development - Course and Mini Workshops (5) Reading Volunteers (28 participating schools) (6) RIF (7) Extension of DPR concept to classroom instruction.

Program: Early Childhood

Under direction of Early Childhood Supervisor: Kindergarten teachers in 28 elementary schools were trained in the Pre-Reading Skills (PRS program - a program designed to prevent reading failure by preparing children for reading while they are still in kindergarten); teachers in 5 Title I schools were trained in the Language Experiences in Reading Program (LEIR), a multi-media reading and language arts program designed to encourage active and comfortable participation from all children was introduced; introduced "Project Aim"; conducted a series of informal meetings for all available teachers.

Program: Mathematics

District level Math Workshops for teachers and supervisors were provided as follows: (1) Awareness workshops for teachers and supervisors in the Diagnostic/Prescriptive Arithmetic Program (DPA) were given. (2) School level workshops for teachers, supervisors and parents. Metric workshops were conducted in several schools for teachers, supervisors and parents. (3) Resource materials for teaching metric have been developed and distributed to teachers and supervisors at metric workshops. (4) Conferences and meetings have been held to provide current information concerning the math program in Staten Island schools. (5) Articulation of the DPA program on a State and National level resulted in the following: over 1200 request from 36 states for information about the DPA program; 38 visitors from 7 states to view the program; 432 teachers and supervisors representing 32 school districts in New York State have been trained by our DPA staff; awareness brochures and booklets have been distributed to all those requesting information about our program.

Program: Science

The Supervisor of Science: (1) Presented programs for Consultative Councils and parent groups on various subjects from Umbrella Programs to new science programs. (2) Held conferences for Assistant Principals in Charge of Science Instruction concerning ISCS program. (3) Staff development included training in ISCS and SCIS, How Green Is your Thumb. (4) Cooperative venture with S.I.C.C. produced a "Handbook for Science Teachers", a "Resource Center" at College of Staten Island, an organization called the "Staten Island Science Teacher Association (SISTA) and participated in the ground work for a "Center for Teaching and Learning". Another manual was produced for Senior Public and Parochial High Schools called "Interdisciplinary Science Research Seminar". The enrichment activities in manual will be field tested in School Year 77/78.

Program: Art

Through a wide range of workshops, individual conferences, grade conferences, staff conferences, talks and presentations, observations, demonstration lessons, follow-up classroom visits, the Supervisor of Art: increased understanding basis goals and philosophy of modern art education; identified creative (and non-creative) art experiences; organized art areas within self-contained classrooms; worked with Early Childhood teachers, Special Education teachers and assisted Intermediate School teachers and supervisors to recognize and to plan

for interrelated, developmental art experiences rather than isolated experiences.

Program: Music

Much of the time of the Supervisor was spent in direct contact with students in all grades, in most schools.

Conducted music assemblies and teacher-training techniques. Initiated and coordinated District 31 Elementary Band, and conducted auditions of vocal major students for Borough-Wide Chorus.

Conducted after-school workshop for classroom teachers from the entire district. Taught and distributed 30 songs suitable for all grade levels and discussed effective methods for teaching.

PREVENTION PROGRAM

Under the direction of the Supervisor of Drug Prevention: intervention (individual, group and family assistance) and prevention (rap group and seminar/workshops) activities to students and parents from each intermediate and junior high school (9) and from five (5) elementary schools in this district; each intermediate/junior high school (9) and five (5) elementary schools received intervention and prevention services from this program. An average of 1427 children and parents were seen monthly from October through April in the activities stated in the goal.

Program: Bilingual

The Bilingual Program in District 31 has provided: (1) A District Resource Center providing Hispanic Cultural and Heritage information to the teachers in the district. (Use of all Audio-Visual Aids). (2) Liaison between the Spanish-speaking community and the Educational staff of the district (interpreter when necessary).

DESCRIPTION OF DISTRICT

District 31 includes the entire Borough of Staten Island.

District 31 is responsible for the educational program of over 38,600 pupils in grades kindergarten through nine, 48 school buildings and 2 annexes. The District is the largest school district in the City.

Eight of our schools qualify as eligible for special Federal Aid based on poverty levels.

The District's full complement of staff includes approximately 1500 teachers, 9 paraprofessionals, 217 school aides, 105 supervisors, 94 secretaries and 2 guidance personnel.

The District is a diverse socio-economic and multi-ethnic community. According to a recent study, within the boundaries of the District, exist lower middle class civil service families and rapidly growing individual home owners.

The official ethnic composition of the pupil population in Community School District 31 is: 10% Black, 3½% Puerto Rican, 1½% Spanish surname, 1% Oriental, 0% American Indian and 84% Other.

COMMUNITY SCHOOL DISTRICT NO. 31

COMMUNITY SCHOOL BOARD MEMBERS 1976-77

Irwin Feingertz	Catherine B. Cass
Francis J. Murphy, Jr.	Louis DeLuca
Frank Wall	John W. Russell, Jr.
Eleanor T. Conforti	Angelo J. Aponte
	Josephine LeMole

OFFICE OF THE COMMUNITY SUPERINTENDENT

Louis DeSario	Com. Supt.	Paul Gaor	Supv. - Drug Prevention
Christy Cugini	Deputy Supt.	Vincent Gattullo	Science Supervisor
John Zarelli	Personnel Officer	Barbara Maginley	Reimb. Programs Coord.
Doris Mims	Asst. to Supt.	Victor Morel	Attendance Supervisor
Marilyn Caines	Early Childhood Supv.	John Quinn	Attendance Teacher
Margaret Casazza	Guid. Coordinator	Edward Savarese	Systems Analyst
Dr. Joseph Colatuno	Principal-in-Charge of Cont. Ed.	Matthew Scaffa	Math Supervisor
		Josephine Seiling	Reading Supervisor
Leonard Del Rio	Admin. Asst.	Zelig Sokoll	Music Supervisor
Paul Dick	Art Supervisor	Myron Unger	Guidance Supervisor
		Armando Wamba	Bilingual Coordinator

SUPPORT SERVICE PROGRAMS

(District-wide Reimbursable and Other Special Programs)

Indirect Cost Budget	Ident. children with Learning Disabilities	PSEN
Diagnostic Prescriptive Rdg.	Metric Workshops	Skin, Scale, Feather, Fur
Math Lab	Early Identification	Marine Mobile
Bilingual/ESL Program	Teacher Training (IS)	Individualizing 7th Grade Science
EDL Reading Lab	Urban Studies	SCIS
Coop. Diag. Rdg. Center	New Directions in Reading	ISCS
Early Childhood-Language Experiences in Rdg.	Gateway/Marine Exploration Reading	Wagner College Planetarium, Beginners/Advanced
Diag. Prescrip. Math Prog.		

SCHOOLS AND PRINCIPALS

P.S.	1	Robert Burger	I.S.	34	Anthony Polomene
JHS	2	Dr. Jack Bloomfield	P.S.	35	Mafalda Coseglia
P.S.	3	Walter Stolzenthaler	P.S.	36	Donald Juliano
P.S.	4	John DePalma	P.S.	38	Joan B. Rannie
P.S.	5	Murray Brenner	P.S.	39	Marie Schut (Act. Int.)
I.S.	7	Robert P. Stavrakas	P.S.	40	Anthony Caporaso
P.S.	8	Mitchell Strear	P.S.	41	Gerald A. Carver
P.S.	11	Dr. Joseph Colatuno	P.S.	42	Bernard Levenson (Act. Int.)
P.S.	13	Emanuel Bierman	P.S.	44	Al Quin
P.S.	14	Dr. Malcolm Friedman	P.S.	45	Fred B. Chernow
P.S.	16	Helen M. Dintino to 2/6/77 (Int.) Stanley Kantor, as of 2/7/77	P.S.	46	Stanley Kantor to 2/6/77 Marion Fiorillo 2/7/77 (Int.)
P.S.	18	Claire Simmons	P.S.	48	Robert Dizard
P.S.	19	Sam Colucci	JHS	49	Grace M. Lamb
P.S.	20	Nicholas Santoro	P.S.	50	Richard Hutchinson
P.S.	21	Patricia Gilmartin	I.S.	51	Ralph Caporale, Jr.
P.S.	22	Melvin Selznick	P.S.	52	Aaron Stern
P.S.	23	Louis Tagliani	P.S.	53	John O'Byrne
I.S.	24	Dr. Alfred B. Weinstein	P.S.	54	Alex L. Savitz
P.S.	26	Mitchell G. Checrallah	P.S.	55	Seymour Richman
I.S.	27	Norman Harris	P.S.	57	Tina Thomas
P.S.	29	William Schorkopf	P.S.	60	Angela O'Dowd
P.S.	30	Deana Bodner	I.S.	61	Bernard A. Walker
P.S.	31	Lewis Hayes	P.S.	69	Frank Kelly
P.S.	32	Carl Warren	I.S.	72	Stanley Katzman

COMMUNITY SCHOOL DISTRICT 32

KEY

Type of School	Existing School	Funded for Construction	
		Construction Phase	Planning Phase
Elementary Schools	●	◧	◍
Middle Schools	⬢	◧	◍
Academic High Schools	■	◧	◍
Vocational High Schools	◆	◧	◍

☆ School for Socially and Emotionally Maladjusted Children

Ⓐ Ⓑ etc. Early Childhood Centers

Ⓟ Future School site authorized, not yet funded for construction

Ⓧ School building used for administrative purposes

◎ School reconstructed by Board of Education

SCA New York City Education Construction Fund Project

UDC New York State Urban Development Corporation Project

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DISTRICT 32
BOROUGH OF BROOKLYN

IMPROVEMENT IN BASIC SKILLS

Program: Reading

The established policy of two 45-minute reading lessons by the tax-levy teacher was maintained. These lessons stressed developmental reading and intensive instruction in word attack skills. Recreational reading was encouraged in all classes so that our students could apply their reading skills and develop an appreciation for literature.

The Title I program in Early Childhood in District 32 provided service to those children most in need in First and Second Grade. The children received intensified remediation in reading readiness and initial reading skills in small groups and/or individually from the professional and paraprofessional staff assigned to the program.

The ESEA Title I Bilingual Methodology Reading Clinics have developed an innovative bilingual curriculum. While the children were learning English for the first time, or improving their skills in the use of the language, they were also developing basic skills in Reading and Language Development. Youngsters who were most in need of reading instruction with a bilingual methodology approach, were chosen for this component.

Program: Mathematics

ESEA Title I Early Childhood Component provided instruction in mathematic concepts and beginning mathematics operations to children in the First and Second Grade. This instruction was presented in small groups and/or individually to the children who were most in need of remedial instruction.

The ESEA Title I Math Labs provided diagnostic and prescriptive treatment for children who were considered most in need of additional services in Math concepts and computation. One Math Lab, servicing 80 children, was continued at each of the district's 16 schools. The growth demonstrated by the participating children in the program proved exemplary at all grade levels from the third to the ninth grade.

PARENT AND COMMUNITY INVOLVEMENT

District 32 has continued to encourage parent and community involvement in all aspects of school life.

Bilingual teachers in School and Community Relations were assigned to schools in the district to facilitate communication between home and school. They were instrumental in disseminating information about cultural backgrounds in the schools. Their duties were to relate to the school staff and to relate to pupils and parents for whom English is a second language.

The ESEA Title I Program in District 32 has been committed to parental involvement since it began in 1973. In addition to a district Parent Advisory Council and individual school advisory councils, each component organized a parent sub-committee to gain involvement regarding individual component aspects. Parent workshops are a significant part of the school's Title I programs. These workshops, which were planned by component coordinators, teachers and paraprofessionals, stress aid to parents in helping their youngsters. The ESEA Title VII Multilingual Program had an advisory committee composed of parents of the children participating in the program.

STAFF DEVELOPMENT

Each of the Special State and Federally funded components had staff training built in as an integral part of the program. Workshops were held to train staff in all aspects of program functioning and instructional techniques. Staff were encouraged to share their expertise in an effort to provide growth for each lab or clinic.

HEALTH AND SAFETY

The Health Education Curriculum was coordinated for all of the elementary schools. A specific area of the Health Education Curriculum was emphasized during each month. Movement Education and the implementation of Title IX regulations were emphasized in the area of Physical Education. Work was done in the area of improving school safety and security plans. Emphasis was placed on the topic of Fire Prevention. Health Services continued to improve through the efforts of the Health Aide Program and the District 32 Health Fair. Workshops were provided for teachers, school aides and school secretaries to improve their understanding and knowledge of the School Health Program.

The Drug Abuse Prevention Program functioned in 16 schools in Community School District 32. Clients received direct services in the area of: students identified as discipline problems, truants, class-cutters, students with deviating behavior patterns, students who show evidence of susceptibility to drug/alcohol abuse, underachievers and students who actively engage in drug or alcohol abuse.

PUPIL PERSONNEL SERVICES

Seventeen Guidance Counselors serviced the district's 16 schools. Services were provided based upon school register. The counselors were mostly involved in crisis intervention, screening of pupils for learning disabilities and special class placement. Career education has been emphasized in the guidance program. Workshops have been organized by the counselors for teachers and parents. Guidance counselors have made continuous referrals to community agencies, city agencies and the Board of Education.

INNOVATION AND EXPERIMENTATION

Under Title IV-B, the District received funds for the purchase of materials for library resources. The project this year was Art and Music through the library. The school librarians worked closely with the classroom teachers and cluster personnel to enrich the curriculum areas of art and music. Under ESEA Title IV-B mini-grants, the district was awarded two programs in the areas of marine biology and reading development. These innovative programs will be implemented this year.

BILINGUAL STUDIES

District 32 has a strong commitment toward promoting bilingual education. The ESEA Title VII Multi-lingual Program is a demonstration project in eight district schools comprised of three components which serve the youngsters who are of limited English speaking ability. The SUBE component serves the Spanish-speaking students; the AVANTI component serves the Italian-speaking students; and HABILE focuses on the French-Haitian students. A total of 1241 students in 40 classes were participants during the second year of funding. Through the use of two languages, children were assisted in achieving normal progress through the grades. Appreciation and understanding of both American and native cultures were maintained through the use of culturally relevant materials. The bilingual programs in the district have been unifying force pointing out similarities of cultures, rather than the differences.

DESCRIPTION OF DISTRICT

District 32 is located in the northernmost area of Brooklyn and consists of the community of Bushwick and the Brooklyn portion of Ridgewood. District 32 has almost 18,000 pupils enrolled in grades kindergarten to nine in 17 schools, and one Early Childhood Center. All of our schools qualify for special Federal Aid, based on poverty levels.

The official ethnic composition of the pupil population in District 32 is as follows: 60% Hispanic; 28% Black; 10% Italian; 1% Haitian; 1% Others. The district is a multi-ethnic and multi-lingual community with large numbers of non-English speaking residents from Puerto Rico, Italy, Haiti, several countries from South American and other countries.

This year District 32 has initiated a pilot program in the early grades and kindergarten using the Montessori method. This pilot program serves both the English-speaking pupils, as well as the bilingual pupils.

COMMUNITY SCHOOL BOARD MEMBERS 1976-1977

Martin Dilan, Chairman
John L. Lavelle, Vice Chairman
Frank Marino, Treasurer
Tito Velez, Secretary
Horace E. Greene, Legal Advisor
Frank P. Carnese
Joseph R. DiChiara
Hilda Sanchez
Charles G. Signorelli

OFFICE OF THE COMMUNITY SUPERINTENDENT

Vincent N. DeVivo	Community Superintendent
Nicolas A. Delgado	Deputy Superintendent
Charles Scardino	Director of Personnel
Edward L. Schawaroch	Business Manager
Virginia Mrava	Supervisor of Guidance
Joseph Cantone	Coordinator of Health Ed.

FUNDED PROGRAMS

Dr. Sam Matarazzo	Deputy to Superintendent for Special State and Federal Programs
Richard Ledee	Assistant for Program Management
Betty Coles	Coordinator, Special Needs
Lorraine Feinman	Supervisor, Strengthening Early Childhood
Marie DiStefano	Coordinator, Bilingual Programs - Title VII
Teresa Higgins	Coordinator, Bilingual Programs - Title VII
Aurora Larocca	Coordinator, Math Labs
Rosina Lizzul	Coordinator, Reading
Juan Martinez	Coordinator, Bilingual Programs - Title I
Myrna Schensul	Coordinator, Staff Development
Henriot Zephirin	Coordinator, Bilingual Programs - Title VII
Michael DiBisceglie	Director, Drug Abuse Education and Prevention

SCHOOLS AND PRINCIPALS

P.S. 45	Vincent Gatto*
E.C.C.	Vincent Gatto*
P.S. 75	Frank Lanza
P.S. 86	Anne Verrone
P.S. 106	Irwin Schwartz
P.S. 116	Henry Kash
P.S. 123	Catherine Spatola*
P.S. 145	Herbert Kratzer
P.S. 151	Irwin Weinstein
P.S. 274	Alvin Yurman
Annex	Alvin Yurman
P.S. 299	Gloria Saunders
P.S. 377	Gilberto Vazquez
P.S. 384	Iran Pelcyger
I.S. 111	Dominick Lavelle*
I.S. 291	William Samber*
JHS 162	Anthony Napoli
JHS 296	Manuel Gonsalves

* Acting Principal